

THE SOUTH INDIAN TEACHER

Vol. VII

December 1934

No. 12

*Anantapur Extends to all Educationists
a hearty welcome*



A view of the Government Ceded Districts College, Anantapur, where will be held from the 24th to 26th Dec. 1934 the Provincial Education Conference and Exhibition and the conference of the Madras Geographical Association. Dr. J. H. Cousins, Principal Theosophical College, Madanapalle, Presides over both.

To All our Readers :

A Happy Christmas & A Bright New Year !

EDUCATION AS SOCIAL EFFICIENCY

Socialising Influence of Schools

BY

MR. M. S. SRINIVASA SARMA, M.A.,
National College, Trichinopoly

THE BUSINESS OF LIFE

The exceedingly unhappy condition of modern India on account of religious dissensions and communal tensions calls for an urgent and thorough re-orientation in the educational policy and programme. That the function of education is the preparation for life is recognised by all; and this idea is as old as Plato. Only, the implications of this principle have not been clearly understood and properly emphasised. This aim of education is not likely to be fulfilled unless we have precise and definite ideas about what "life" is. An investigation into the meaning of life is essential to demonstrate not only the vital and intimate connection between the school and its social environment, but also the fundamental relation between a man's philosophy of life and his views on education.

Hegel looks upon morality as the end and aim of all school education; and Dewey emphasises "the necessity of discussing the entire structure and the specific workings of the school system from the standpoint of its moral position and its moral function in society." It is conceded by all that the highest ideals of life and duty should be instilled in the minds of young children during the period of their school life. In as much as the function of the school is taken to be the formation of character, it is rightly considered to be a great moral institution; and it should justify its existence by turning out pupils efficient in every sense of the term—physically, morally, and intellectually; and above all it must prepare and make efficient its pupils to take their legitimate place in the social world; for, this is exactly the "business of life." Plato never for a moment forgot the social function of education. His "*Republic*" is permeated by the idea that education is essentially preparation for citizenship. Thus the new movement that education should aim not so much at individual as at social efficiency is only a new emphasis on an old idea which originated with Plato. It is being increasingly felt that education is a most important form of social activity, and that its ideal is social progress and social efficiency rather than personal success and individual development.

MAN ESSENTIALLY SOCIAL

This is in the fitness of things; for, man is essentially a social animal. The gregarious instinct is perhaps the most deep-rooted instinct in man. Every individual belongs to a social system. An isolated individual is even inconceivable. Personal life and social life are so inextricably interwoven that the self is comprehensible only as a member of society. Man is what he is because of and in virtue of the community. It is his social significance that makes life valuable to him; and it is the emptiness of social content

that makes life worthless and drives him to suicide. The child inherits everything valuable from the race before it comes into the world; and its long period of infancy consisting of about twenty years is spent in assimilating from society the system of knowledge, the code of morals, and the form of religion which are indispensable to its development into a full-blown personality. There is, strictly speaking, no such thing as "self-made man." No man can make himself. What he does in fact is simply to use the opportunities that the society offers him. It is the society that liberates and directs the energies of the individual. Our world of action is one in which the individual is one limit and society the another; and between them lie all sorts of minor associative arrangements like family, school, club, friendship, etc. To be sure, the individual can never even "know himself" apart from society. It is the membership of a wide and rich society that evokes the powers of the individual, and helps him to realise his possibilities. Not only are his latent powers aroused by society, but particular tendencies of the individual are selected and encouraged and confirmed by it; and thus he is trained in reflective judgment and personal valuation by the necessities of social existence. Man acquires these rights and powers by education. Knowledge and strength of will—the twin aim of education—give him power, personality and privileges.

CHARACTER—THE POWER OF SOCIAL AGENCY

It was perhaps the consideration of this correlation between the individual and the society that actuated Herbart to emphasise that *all* real education is *moral* education. He says categorically that "the one and the whole work of education may be summed up in the concept—Morality." Now, what is morality? It is the set of principles according to which right habits are acquired, and correct form of character is formed. Character in its inmost essence means the power of social agency, the organised capacity for efficient social functioning. It means social insight and social executive power. Morality thus is our social attitude towards the human environment, and culminates in the formation of a desirable form of character congenial to the individual and of service to the community. The highest aim of morality is to bring into existence the best-ordered community which gives the greatest scope to its component members to make the best of themselves; and the "est" in human nature is that which contributes to the harmony and the onward movement of society. The inter-personal relation; whether it is communal or national, is always essentially a moral relation; and the consciousness of the rights and duties that are indispensable for the harmoniously creative social life is ultimately based upon the consciousness of moral obligation; and this supreme sense of duty, though personal, is socially initiated.

Now as the community is essential for the perfecting of the individual, so is personal morality a means and a necessary condition of social reconstruction. A life can be great and full only through a wide social grasp. Morality is the principle of cohesion in society; and in so far as any society is coherent and integrated, it is moral. Only in so far as man identifies himself with others and seeks a common good, can there be association. There is thus a most necessary and intimate connection between public socialisation and private moralisation. The verdict of history is that the races and the individuals with the more advanced moral standards survive while those of lower perish. Nature has socialised man by a repeated application of the method of "United we stand, divided we

fall." Morality is not merely an organisation but a corrective force. It is like a gardener tenderly nurturing some flowers and ruthlessly pruning or weeding out others so that the garden may be the most beautiful place.

SOCIALISATION—THE AIM OF EDUCATION

Thus it is clear that there could be no real conflict between the ideal of Ethics and the aim of Education. Therefore the education that discovers and trains the distinctive powers of the individual is at the same time rendering the best service to the whole community. The membership we enjoy in the social order involves rights granted to us and rights which we should grant. Each man is a recipient of goods through membership in the moral solidarity of the community; and the realisation that one receives benefits leads to the realisation that one should give one's share. The powers of the individual must be trained in such a way that he may become an active and efficient member of society. The task of harmonising the individual's aims with those of the society is no easy affair; but the realisation of it is at once the pressing problem and the main purpose of education. Time was when the schools confined themselves exclusively to the intellectual culture of the pupils; but to-day owing to advanced civilisation and specialised life the demands of society on the individual have become extremely complex. And the school which does not do something towards fitting the young to meet the new social needs is not fulfilling its appointed task; and the education that does not cultivate equality of treatment, community of interests, and impartiality of regard in its pupils stands self-condemned. The pupils should be made to feel that the test of any right of action is its social value. The Kantian ideal should be the inspirer of their everyday behaviour: "So act as to treat humanity, whether in thine own person or in that of another always as an end, never as a means."

There are countless ways and numberless opportunities which could be wisely utilised to inculcate ideas of organised co-operation and sound social spirit in the young students. It should never be forgotten that education is a community life and the school a community living a life, and not a mere instrument of instruction. Sometimes even people engaged in the educational line speak glibly of religious instruction, moral training and social service as "extra-curricular activities," which betrays a most lamentable lack of insight into the value and function of education. It is the primary duty of a well-planned educational scheme to give a concrete shape to all social values, and train the growing young children to become living embodiments of those values. The beauty of self-sacrifice and the glory of self-surrender are inspired and maintained by religion. Religion if anything is the unifying principle in social life. It is a social necessity; it is the cohesive force that integrates the varying and divergent individuals into an organic unity. It is indeed a mockery to say that religion would be disruptive, and therefore should be driven out lock, stock and barrel from schools. A little dispassionate inquiry will convince us that it is not religion that breeds fanaticism and intolerance, but superstition, ignorance and bigotry that masquerade as religion which are responsible for these undesirable traits in human beings; and the way to eradicate these obnoxious features is certainly not by keeping the study of religion out of the healthy and formative atmosphere of the seats of learning, but by submitting it to the open and honest discussion, free and fearless criticism, and independent and creative thinking; and in order to carry out this purpose no better place could be found than our educational institutions where

truth is sought to be gained for its own sake, where no standards other than reason are accepted, and where a perfectly free atmosphere prevails.

RELIGIOUS INSTRUCTION INDISPENSABLE

Therefore a school or college which does not provide for systematic instruction and training in religion and morality—the two of the most powerful social agencies for unifying and integrating the diversified and differently constituted human beings—is a mere machine like a Printing Press producing stereotyped lifeless graduates and passed men after a standard pattern. It would be profitable and really instructive to remember in this connection the shrewd observation of a Japanese visitor to America to the effect that “The Universities here are athletic associations in which certain opportunities for study are provided for the feeble-minded.” This refreshing and thoroughly radical attitude to education is most urgently needed to correct and vivify our country which is most ingloriously following the old soul-killing policy of ordering the schools to produce 35% men who have become adepts in the ignoble art of “mugging up” the dictated notes and vomiting them out at the deadening examinations. It is no good blaming the schools for this sorry state of affairs. Let it be noted that no educational institution can do exactly what it considers best and wisest, as its very existence depends on public favour and public support. What is therefore urgently needed is a transvaluation of values on the part of the parents and the leaders. In the meantime every school may within the restricted and limited scope of its freedom foster corporate life among its members, and instil sociability, catholicity, tolerance, and “give and take” attitude in them, and train them in social efficiency by the help of its regular studies and varied methods.

THE SOCIAL VALUE OF PLAY

Literary Societies, Boy Scout Associations, Dramatic Unions, Social Service Leagues and Athletic Clubs afford excellent opportunities to the pupils to learn not only how to think but also how to live. These vital limbs of a “live” school should function efficiently if the education that is imparted in it should fulfill its avowed object. These activities nurture such qualities as loyalty, truthfulness, justice, perseverance, self-control and tolerance—which are the foundations of character.

To take one example by way of illustration: Play is the most valuable means to moral culture and social discipline. It is the nursery of virtues. Plato tells us that “the soul of a child should be guided through his play towards the pursuit of excellence in ways that he will need when he is grown up”. Muscles are in a peculiar sense the instruments of the will, and vehicles of habituation and character. Play is the school of morality. It gives not only strength but courage and confidence, and contributes energy, decision and promptness to the will. If the essence of social life consists in being good and doing good, then play is the most powerful incentive to it. It is the making of the social man, and generates a friendly intercourse on a footing of perfect equality, promotes healthy rivalry with a view to draw out the best which each individual is capable of, and tends to the increase of mutual understanding and sympathy. The high social value of games should therefore be unstintingly and generously fostered and encouraged as they are mainly instrumental in training the students in the fine art of self-education, leadership and social administration. The students who participate

day after day in the life and activities of the Debating Societies, Sporting and Excursion Clubs, Musical and Dramatic Associations of the school will not fail to imbibe a genuine social interest and social spirit. Playing together, working together, living together and studying together will certainly quicken in them a high and abiding social sense, train them in adaptive plasticity and sympathetic tolerance, and teach them the much needed lesson of mutual dependence and social solidarity.

THE ALCHEMY OF THE TEACHER'S PERSONALITY

The responsibility of the teachers in this supreme function of education is tremendous. Apart from their personal lives which should exemplify to the pupils the high ideals of life, the teachers should strive to present the subjects they teach in their true relation to the actual realities of life. They must try to make instruction less bookish and more concrete. This will facilitate the socialising process. Class lessons should aim not only at cultivating and enriching the mind and ennobling life, but should tend to elevate human labour and endow with dignity all forms of useful occupations. Group activities should be encouraged as they give an insight into human institutions and train the pupils in institutional life. They also reveal to the teachers the basic inclinations and special aptitudes of pupils, and thus give useful guidance in the choice of their life-work.

In the last resort the most essential condition for the realisation of the social ideals of education is to be found in the teachers themselves. They are directly responsible for integrating education with the life of the nation or community as a whole. They are the most numerous and the most influential body of social servants. The engineering of human nature lies in their hands; and since the foundations of correct thinking, associated life and mental balance are to be laid in childhood and youth, they have the best chance of achieving the rich and fruitful integration of society. The whole life of the community flows through the schools; and the teachers there are not only trainers of children but veritable makers of society. The right training of the social instincts is beyond any doubt one of the most important means of securing happiness to the individual and orderly progress to the society. A man cannot be said to be healthy mentally whose social instincts are poor or perverted. When a man is becoming disordered in mind, commonly one of the very first symptoms is the diminution of his social interests. The insane people are notoriously asocial, if not positively anti-social.

Again, good manners always implies altruism and consideration for the feelings of others. Children learn by what they see, and not by what they are told. Good manners can be taught only by patient and persistent example. Through the contagion of personal example, man's influence has infinite possibilities. Thus the task of the teacher is most difficult and onerous; and he must rise to the full consciousness of his duty and dignity, and endeavour to discharge his obligations in a religious and missionary spirit, devoid of self-interest and with profound spiritual insight. Truly does George Bernard Shaw proclaim: "This is the true joy of life, the being used for a purpose recognised by your self as a mighty one; the being thoroughly worn out before you are thrown on the scrap-heap; the being a Force of Nature, instead of a feverish little selfish clod of ailments and grievances, complaining that the world will not devote itself to make you happy".

THE REVISED S. S. L. C. SYLLABUS IN MATHEMATICS

BY

MR. N. KUPPUSWAMI AIYYANGAR, M.A., L.T.,
Lecturer, H. H. the Maharaja's College, Trivandrum.

The new syllabus in mathematics has set back the hand of the clock of progress in mathematics teaching in our schools by about thirty years. We talk a good deal about the "New Education" and the "New Psychology" but seem to do precious little to bring them to actual practice. The last quarter of a century has seen profound changes throughout the world both in the aims and in the methods of education. The greatest change is with regard to mathematics. These changes are mainly due to the fact that educationists as well as laymen have come to agree that education must be more practical; it should not merely be ornamental but also useful; it should not merely fit a man to think well, but fit him also to earn a living. Thus every subject in the school curriculum come to be examined from this point of view. Classics and mathematics were occupying practically the whole time of the pupils. They had to be dislodged from this position.

MODERN PRINCIPLES OF CURRICULUM CONSTRUCTION

This position was defended on two grounds. One was that they had a high value from the point of view of mental discipline. The second reason was that all the universities insisted on a good knowledge of the classics and mathematics for admission to their courses of studies. So the attack was turned towards these points. Thus a controversy arose about the Theory of Formal Discipline and the aim of Secondary Education. I need not go into the details of this controversy here. We do not seem to have come to the end of this controversy either. But all are agreed on two points. The first is that the Disciplinary value alone of any topic is no justification for including it in the school curriculum. The justification for including mathematics in the school curriculum should be sought for, in its utilitarian value. The amount of useful mathematics is so large; and its use is so wide, that it is as unnecessary to bring in conundrums and puzzle problems to make up the school syllabus, as it is disadvantageous to exclude mathematics from the school curriculum altogether. Secondly, it was agreed that

"General training should never prepare a small but as yet unselected minority for specialised activities by preparing everybody for those activities in order that the small minority may profit."

In other words, every secondary school pupil should not be made to undergo a course in that kind of mathematics that would be useful only to the 5% that take up Group I in the Intermediate classes. To make the remaining 95% go through a course intended for the benefit of this 5% is both educationally and morally a crime. Our new syllabus does not seem to have any other aim in view.

HISTORY OF THE PRESENT CURRICULUM

When throughout the world, the reform in mathematics teaching took the form of finding out a suitable curriculum that would be useful to the boy

in afterlife including university life as well as educate him, we, in India, in our anxiety to be up-to-date, abolished mathematics from the group of compulsory subjects in our school curriculum. I do not consider the Elementary Mathematics of our old S. S. L. C. syllabus, mathematics at all. We found that this system did not work well. What was the remedy? Whereas every other part of the world has evolved a new curriculum and—to use the words of Principal Nunn of the London Day Training College—made the teaching of mathematics ‘specially vigorous, fresh and interesting’, we have quietly gone back to the old system.

THE NEW SYLLABUS EXAMINED

The absurdity and the unsuitable nature of the present syllabus will be made clearer if we consider the new curriculum evolved in other parts of the world and the principles upon which it was based and the methods by which it was arrived at.

From the point of view of 95 per cent. of the pupils that go through a course of secondary education, the main objects of a school course in mathematics are two fold.

The one is to give the pupils a broad vision of what mathematics is, what it does for modern civilisation and what it is expected to do for them. The course should interpret for the pupils, the quantitative aspect of modern life; it should give the pupils some understanding of the part played by Mathematics in industry and in practical arts, as an instrument of modern discovery in the sciences and as a means of social organisation and progress. It should cover a broad field of the subject, rather than a deep study of a particular portion.

Some years back, an elaborate investigation was made as to the facts of mathematics that are most useful from this point of view. A large number of College teachers, both of the Physical and the Social sciences, such as Chemistry, Psychology, Economics and History, were invited to give their views as to what facts of Mathematics were found most useful in their line of work. With a similar object in view Popular Science Journals and Text Books on the various branches of knowledge were examined, and the first 200 pages of each volume from I to XXVIII of the Encyclopædia Britannica were read and the mathematical references collected, in order to find out the kind and the amount of Mathematics that are useful in general reading and study. The result was most damaging to our New Syllabus, both in the way of omission as well as commission.

COMMISSION

In all these investigations, it was found that a knowledge of the language of Algebra was a thousand times more useful than skill in algebraic manipulations. “Very few, if any, cases appeared where ability to factorise $a^3 - b^3$ or $a^3 + b^3$ was demanded.” “There were few, if any, cases where the ability to factorise $a^2 - b^2$ was demanded,” (Thorndike). In fact, no manipulation of algebraic symbols beyond what is required to solve easy numerical equations of the second degree was found useful anywhere. It was found that long multiplication and division with algebraic expressions, the Remainder Theorem and its application to factorisations, H.C.F. and L.C.M. of expressions, Homogeneity and symmetry, in fact, practically the

whole of the Algebra syllabus that is now included in the new curriculum was found to be of very little value, if at all.

OMISSION

On the other hand, it was found that every educated man should have an elementary knowledge of what are called the Arithmetic of civil life and the Arithmetic of the Experimental and the Social Sciences. Civic Arithmetic means elementary ideas on Government and Municipal budgets; taxes, borrowings and expenditure; Joint stock, co-operative and other joint enterprises, insurance and banking. The Arithmetic of the Experimental and Social Sciences means, some idea about the collection, tabulation, and presentation of statistics and the method of treating them. It was also found that from the point of view of making the pupils appreciate one of the most important aspects of Mathematics, viz., an instrument of indirect measurements in surveying, map making, etc., a certain amount of Numerical Trigonometry should be included.

THEORETICAL GEOMETRY

The second object is that the pupils should acquire 'some appreciation of organised thought as one of the highest and most fruitful forms of intellectual activity' and that they should have, in their school course, some training in testing evidence and in detecting logical fallacy in speaking and writing. They must be trained to find out when a thing is proved and when not proved. As formal logic is impossible at this stage, Theoretical Geometry is intended to achieve this end. As the object here is to teach the method and not the facts of Geometry, there is no need to crowd the syllabus with a large number of propositions. A small number of properly organised and useful proposition including easy riders, is not only sufficient, but more effective than a large number of loosely organised proposition that are practically of no great value.

Here again the new syllabus errs in two ways. On the face of it, it looks as though there are only $24 + 10$ propositions in the syllabus. It should be remembered that the subdivisions and the converse propositions are distinctly separate propositions. Thus in fact, there are really as many as seventy propositions in the list.

Secondly, adding the note that "No riders will be required", the aim of including Theoretical Geometry in the curriculum is altogether frustrated. The proof of any proposition can be mugged up as well as the causes of the Downfall of the Moghul Empire in India. In fact, a better syllabus should have been to include some twenty propositions and add a note to the effect—'Only riders will be set in the examination'. But the riders should be easy and direct applications of the propositions involving not more than two steps.

I think I have said enough to justify the statement with which I began. I have also indicated the direction in which reform should take place. It is the duty of the teachers to agitate for these reforms. The College teachers need not be anxious at all. If the high school boy goes through with credit the syllabus herein sketched, I am sure it is a very good preparation for college mathematics. The required readjustments in the college syllabus may easily be made.

COLON vs. DECIMAL CLASSIFICATION¹

A Statistical study of their notation.

BY

MR. K. M. SIVARAMAN, B.A.,

Head of the Technical Section, University Library, Madras.

Occasionally a critic of "colon classification"² expresses the opinion that the notation in the scheme is long when compared to the notation in the Dewey Decimal Classification. The terms 'long' and 'short' are amenable to quantitative examination. Hence, in comparing the lengths of the notations, fallacies possibly implied in dependence upon vague feelings and general impressions can be avoided. With a view to testing the correctness of such general remarks, not founded on any quantitative examination, a statistical analysis was undertaken during the last month and the result is set down in this paper. The analysis shows that the length of the notation in the Colon Classification is not longer than that in the Decimal Classification, but, on the other hand, is definitely shorter. The meaning of the terms 'longer' and 'shorter' will get defined in the course of the paper.

MATERIAL

The sample taken for this analysis consists of the class numbers of books taken out on loan in February, 1934, from the Madras University Library, in subjects other than the class 'Literature'. It is proposed to deal with the class 'Literature' in another paper. Further, periodical publications have been excluded from the study.

METHOD

The loan slips of the books issued in February, 1934, were used for study. They already contained the Colon class numbers at the top. The number of digits in the class numbers were counted and this was noted prominently at the left hand top corner. The corresponding Decimal class numbers were written at the bottom and the number of digits in these class numbers were counted and noted at the right hand bottom corner. The slips were sorted in the usual way by the number of digits in the two schemes of classification and the following correlation table was obtained.

FREQUENCY DIAGRAMS

The frequency distribution for the two schemes were plotted, representing the number of digits in the class numbers along the x -axis and the number of books having the given number of digits in their class numbers along the y -axis. The frequency diagrams, thus got and shown on the opposite page visualise the distribution of books in the samples taken in accordance with the two systems of classification. The taller and sharper curve

1. I am indebted to Mr. S. R. Ranganathan, University Librarian, Madras, for the help rendered in the preparation of this paper.

2. Ranganathan (S. R.): *Colon classification*. Madras Library Association, 1933.

corresponds to the Decimal classification, the shorter and flatter curve corresponds to the Colon classification.

	No. of digits	Colon class number.												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
Decimal class number.	3	108	66	27	59	16	2	9	3	1				291
	4													
	5	2	60	122	54	60	44	74	11	16	9		1	453
	6	3	5	34	49	43	39	49	30	14		1	1	268
	7			9	16	33	45	31	25	11	2	1	1	174
	8		2	2	10	10	10	11	14	5	3			67
	9		1	1	1	4	2	5	9					23
	10				1		4	2	9	1			1	18
	11						2		3					5
	12										1			1
	Total	113	134	195	190	166	148	181	104	48	15	2	4	1300

CONSTANTS OF DISTRIBUTION³

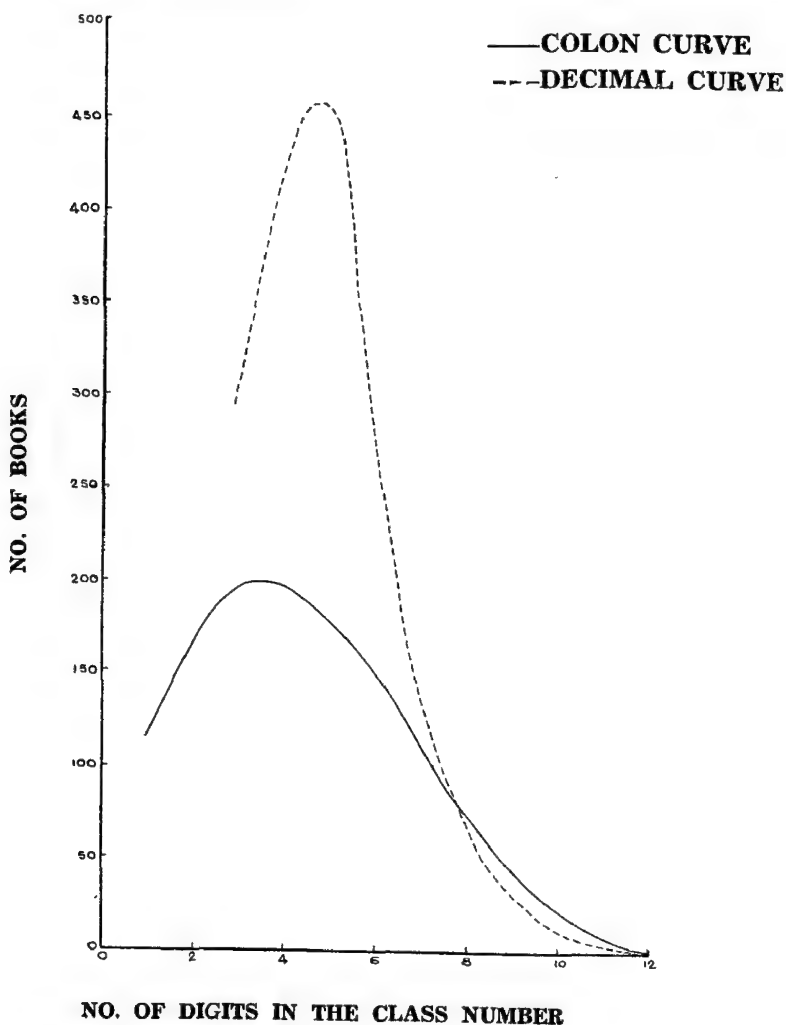
The following are the chief constants of distribution of the two schemes of classification.

	Colon classification.	Decimal classification.
1. Mode (most frequently occurring number of digits)	3	5
2. Median (Number of digits which is not exceeded by half of the class numbers)	4	5
3. Mean (The average number of digits in the class numbers)	4.77	5.75
4. Standard deviation (A measure of the spread of the range of the length of notation)	2.35	1.67
5. Correlation coefficient		+ .56

3. I am indebted to Mr. N. Ramachandran, B.A.(Hons.), for the help rendered in the calculation of the constants.

MODE

The mode in the Decimal classification is 5 whereas it is only 3 in the Colon classification. In other words, the peak in the former corresponds to a 'longer' class number than the peak in the latter. That is, the length of the class number that occurs most frequently in the Colon classification is less than the corresponding one of the Decimal classification by two digits. In this sense, the notation in the Colon classification is distinctly 'shorter' than that of the Decimal classification.



MEDIAN

Then let us take the median as the basis of comparing the lengths of notation in the two schemes. 4 is the median in the Colon classification. That means 50 per cent. of the books in the sample have in their class numbers four or less than four digits. On the other hand, the median in the

Decimal classification is 5. In this sense also the Colon classification has got a 'shorter' notation.

MEAN

Perhaps, a more popular measure of the length of the notation is the mean, i.e., the arithmetic mean of the number of digits in the class numbers of all the books in the sample. Here again the average in the Decimal classification is one digit more than the average in the Colon classification. In this sense also the length of the notation in the Decimal classification is 'longer'.

STANDARD DEVIATION

Perhaps, the features disclosed by the standard deviations of the two schemes are more vital. They bring to the surface a factor which lies much deeper. The 'Colon curve' with its standard deviation of 2.35 is much more spread out than the 'Decimal curve' with its standard deviation of 1.67. Is this difference significant at all and if so, what is its significance? To answer this question, we should remind ourselves that the class number in either scheme may be taken to be a symbolic translation or representation of the subject matter of the book. Further, in either scheme, the length of the class number is obliged ultimately to vary directly as the 'intension' of the subject matter of the book and inversely as its 'extension'.

Now with our knowledge of books, we may state that the distribution of the 'intention' of the subject matter of the books in a random sample is more likely to be spread out and graduated in a manner that would correspond to the 'colon curve'. In other words, the notation in the Colon classification imitates more closely the variation of the 'intension' of knowledge which is to be found in the sample of books. The comparative flatness of the 'colon curve' visualises it. In this sense the Colon classification is a more natural one than the Decimal classification.

On the other hand, it is clear that in the decimal classification, the class numbers lean more towards artificiality. They get unnaturally crowded within a narrow range in the neighbourhood of five digits. This is prominently visualised by the steep and narrow shape of the 'Decimal curve'.

CORRELATION COEFFICIENT

The correlation coefficient is .56. Perhaps this low figure may also be taken as a measure of some fundamental difference between the two schemes. If they are not fundamentally different, remembering that they are both intended to serve a similar purpose, one should expect a much higher value for the correlation coefficient; something as high as .8 or .9. In what direction has one to look for this fundamental difference? One aspect of this difference is already indicated, viz., the Decimal classification leans more towards artificiality and the Colon classification more towards a faithful expression of the nature of the books.

CONCLUSION

It is evident that this quantitative examination that only those people, with a limited experience, who have not had either the inclination or the opportunity to classify a large number and variety of books, would consider the notation of the Colon classification as lengthy when compared with the notation obtained by the Decimal classification. It has been shown that the

number of digits in the class numbers of books used by half the number of readers, is four or less than four in the case of the Colon classification, whereas it goes up to 5 in the Decimal classification.

•But, after all, what is the value that should be attached to the length of the notation? Here is the opinion expressed by Berwick Sayers in a paper read before the Third Conference of the Association of Special libraries and Information Bureaux, as follows:—

“ . . . The length of a notation should always be judged in the relation to its effectiveness. To object to a sign that consists of five or six symbols—letters or figures—is unworthy of present day librarianship. Minute classification must always have a fairly long notation.”⁴

The function of the notation in classification is to facilitate the arrangement of books in a systematic and helpful manner. A librarian who chooses or advocates the adoption of a classification scheme because it has a simple notation shows a lamentable disregard for what is essential in classification.

Hence, let it not be understood that the preparation of this paper implies a plea for a short notation, although as a matter of fact, it happens that the Colon classification has a ‘shorter’ notation than the Decimal classification in spite of the former being more minute than the latter. The primary object of the paper is merely to indicate a more reliable and responsible way of comparing the lengths of the notation, if such a comparison is deemed to be necessary.

But some of us, who have been closely associated with the development of the Colon classification, are, in a sense, grateful to those critics who draw their missiles from vague feelings, preconceived notions and general impression; because it is probable that but for their provoking, though irresponsible, criticism of the length of the notation in the Colon classification, a statistical study of the two schemes might not have been suggested. And, but for such a statistical study, one cannot appreciate the merits of the Colon classification lying at much deeper levels—almost unguessable—which are pleasingly brought to the surface by the standard deviation. We are glad to be shown the nearness of the Colon classification to ‘naturalness’ when compared with the Decimal classification.

4. Sayers (W. C. Berwick: *Systems of classification, with particular reference to those used in Special libraries*. Report and Proceedings of the Third Conference of the Association of Special libraries and Information Bureaux, p. 68.

TENTH SALEM DISTRICT EDUCATIONAL CONFERENCE

(1st and 2nd December 1934.)

ADDRESS

By

MR. M. S. SABHESAN,
Christian College, Madras.

Friends,

I am seeing you just at the moment when your minds are seriously perturbed. The Government Order on the Scales of Salaries of teachers in Board and Municipal schools, which has been rightly characterised as an "unjust" order, is unique for more than one reason. It is not easy to call to our mind any other order which has affected so many classes of people in such a thorough manner. The astonishing rapidity with which the order is attempted to be brought into force does no credit to the authorities and one can hardly fail to infer that the matter has not been properly thought out. If a step of this kind had been taken by any District Board or Municipality, its employees would have appealed to the Government and the action of the Board would be considered serious enough to merit even supersession. Here is an order issued by the Ministry of Local Self-Government and this has set at naught conventions, rules and policy. It is not strange, therefore, that this action of the Government has evoked strong disapproval from the teaching profession, the public and the press. It is now for the Government to show a generous spirit and to restore the confidence of the public.

The word "Safeguard" is on the lips of everyone to-day and it has acquired a technical meaning. The order issued at the instance of the Minister of Local Self-Government who is holding the responsible position of the leader of the majority party in this province is sure to have far-reaching consequences and it will be a great disservice to the national cause. It will give a good handle to the die-hard reactionaries and they will not be slow to refer to an order of this kind in order to make out a strong case that the interests of the services are not and cannot be "safe" in the hands of elected members appointed as Ministers. It is again likely that the discontent shown by the rank and file, as the result of such an order, will be taken to point to a desire on the part of the Indian employees that they always prefer non-Indians to hold responsible offices. The best "safeguard" lies, no doubt, in the goodwill of the public and its chosen representatives and it is for the Minister to see that even the humblest individual is able to feel that his position can never be in danger, so long as he is prepared to do his work honestly and efficiently.

I do not intend to deal at length with the hardship caused to teachers in Board and Municipal schools. The space taken up in the columns of the press should convince anyone that the G.O. has adversely affected a large number of teachers. It has not paid any regard to the past services nor has it taken into consideration the present position. It has certainly blotted

out the future. Several teachers who can show a good record of work extending over 10 or 15 years will, on account of the new scales, have a "second childhood" in their official career. The Pandits, for whom people profess lip-sympathy, have to be satisfied with a maximum of Rs. 40. The case of Commercial Instructors is equally bad. The scale of 65—100 for L.T. Assistants is disappointing, and it is difficult to imagine how, in the blind-alley service in schools where chances of promotion to higher posts do not turn up, a maximum so low as Rs. 100 has been fixed. The scales of salaries that are now in force in the various districts are distinctly better and the District Boards have not felt any great difficulty in providing the necessary funds in their budget. The revision of salaries has been done in undue haste and the injustice becomes graver when the order proposes to bring all the existing incumbents under the new scales. The memorandum prepared by the S. I. T. U. on the basis of information gathered from about 130 schools under local bodies points out that there will be a saving of nearly 4 lakhs in the budget on account of the reorganisation. That the scales of salaries of teachers in schools is low is admitted. Is it not surprising that any attempt should be made to reduce the salaries still further especially at a time when the financial situation in the province is reported to have sufficiently improved so as to admit of the restoration of cuts in the Government departments.

The influence of the present G.O. will not be restricted to Board and Municipal schools alone. There will be serious repercussions elsewhere. There are as many as 260 aided Secondary schools for boys which are on the footing of "poor relations" in the educational system. There are over 6,000 teachers in these aided Secondary schools and as many as one hundred thousand pupils receive instruction therein. The aided schools have been carrying on their work against tremendous odds. They have never seen a period of fat years and the conditions of service in these schools are well-known. Low salaries, salaries in arrears, insecurity of tenure, intimidation, cuts, and retrenchment, not to speak of other objectionable practices, are by no means uncommon. There are, however, several aided schools that are striving nobly and earnestly to hold their own and to serve the public; and our educational system will become poorer in quality and quantity if such aided schools should cease to exist. It is out of a regard for the profession and for public opinion that the managers of these aided schools make strenuous efforts to meet their obligations to teachers. They have been feeling the pinch seriously and they will now begin to follow the example set by the Government. There will be reorganisation in the aided schools and teachers will have to start again. I am confident that some managers will try their best to resist the temptation to follow the Government order since they are not unaware of the exacting nature of the work done in schools. But with an obliging department which has always shown a uniform predilection to apply the Grant-in-aid Code so as to effect a saving, the proposed scales will be regarded as suitable model scales for the calculation of grants and the management will be compelled to revise its scales. What is a saving in the budget under teaching grants will be a great loss to teachers.

It is certain that the condition of our Secondary schools numbering nearly 540 will become so serious as to call for immediate action. One would shudder to think of the consequences of such a short-sighted and illiberal policy in education. I should like to invite your attention to the observations of the Hon'ble Edward Cadogan. As a member of the Simon Commission, he had ample opportunities of seeing the different parts of our country and

his book on "The India We Saw" (published in 1933) may be read with interest by politicians of all shades of opinion.

The only occasion on which he happens to make mention of teachers in our presidency (page 87) is significant. It is a criticism not so much of the teacher as of the system. It is really a home thrust to all connected with education including the Government and management. "Considerable emphasis was laid by some of our Indian informants upon the universal bribery and corruption which was seriously prejudicing the proper conduct of administration in this part of India. I was told, with how much truth I cannot estimate, that bribery is here so rife that *there had been cases of school children being constrained to bribe their teachers in order to pass into a higher form.*" I do not consider it necessary to examine the correctness or otherwise of this observation. It must be admitted, however, that the condition of our schools is such that an outsider may easily form an impression not quite complimentary to the educational system. His "writing on the wall" should stir all interested in education to adopt a policy which will make such a contingency impossible. If steps be not taken in time by the authorities, the wolf may really turn up. The teaching profession consisting of thousands of workers cannot hold itself responsible if the schools prove to be a source of danger. The responsibility will certainly be on other shoulders.

On the eve of momentous changes in the Indian Constitution, it is essential that our schools should not be found weak and ill-equipped for the great task. Our schools should do to India what the schools in other parts have been able to do for their respective countries. It is refreshing to turn to the optimistic view of Education taken by Lord Halifax, President of the Board of Education, in England. While opening the Hereward Senior School, he is reported to have stated as follows: "To those who asked what value we were getting for our money, he would say: 'Could we have stood as firm in our main attitude and our policy when the whole world around us was insecure, if we had not had an educated people.' He was sure that already we could justifiably attribute to our Elementary school-system which principally bore the onus of making the nation an educated democracy, the fact that opinion which caused a revolution on the banks of the Volga found a harmless vent on the banks of the Thames." (*Times Educational Supplement*, October 20, 1934.). Look at this picture and at that. I wish our Ministers would take the trouble to understand the function and place of schools in the body politic. These should not be allowed to remain the weak links in the chain and the foundations of Dominion Status or Responsible Government which is held out to us as the goal will be shaky if attention be not paid to the all-round progress of a broad-based educational system. Far from being serious impediments to national progress, it should be made possible for our schools and colleges to play their part worthily.

The problem ahead of us is how to make our schools efficient social centres? The school should not develop in "splendid isolation" from the society and it should not remain indifferent to the needs and aspirations of the society. The courses of study should bear a direct relation to the future life of the pupil. Much more is expected of schools in the rapidly changing conditions of modern society and there is a great change coming over the outlook and functions of the modern school. While the importance of the individual in education is rightly stressed for obvious reasons, the emphasis is also laid at the same time on team-spirit and team-work. The modern

school or the new school is keen on giving each individual his or her opportunity and it is able to do its utmost even for the backward and the defective children. Many are the methods and appliances employed in modern public schools for the benefit of children and even the humblest individual in America can hope to enjoy facilities for sound and efficient instruction. Whether our schools will prove efficient instruments of moral and material progress will depend upon the attitude and outlook of the three parties concerned with education : the management, the Government and the teaching profession.

The Management, whether it is a local body or a private body, is pre-occupied with the financial aspect of school administration. It can certainly do a great deal in influencing the educational programme if it cares to bestow some thought on that question. As it is, the academic side is generally looked after by the department and very few managers are keen on striking out a new line. The numerous Secondary schools scattered throughout the vast region between Ganjam and Tinnevely follow more or less the same routine and many lines remain unexplored. The finances of our aided schools have never been satisfactory. Even the well-organised institutions with a good tradition behind them find the demands of the modern school more exacting while they see the income shrinking. The Government which may recognise the useful work done by aided schools sticks to its own yardstick of the Grant-in-aid Code and changing conditions do not seem to call for a corresponding change in the financial code. To add to the difficulties of aided schools, the retrenchment policy of the Government cut out a good slice of the teaching grants and also deprived them for some years of equipment and library grants. A special officer appointed by the Government has reported that the Grant-in-aid Code is not giving the help that aided schools need and deserve and yet nothing is being done. The Government admits the need for relief to aided schools but it is not inclined to move in the matter. The Board of Management have been trying to meet the situation by levying fees at a rate higher than the standard rate prescribed by the Government but still the deficit could not be met. Cuts in salaries, and retrenchment have been freely resorted to in several aided schools while in some aided schools practices of an objectionable nature to which no teacher should ever be a party are resorted to by the management in order to keep the schools going somehow. How can a school hope to function without adequate funds ? How can it function as an efficient social centre under such circumstances ? It cannot give library and laboratory facilities to the pupils ; nor can it provide suitable playground. The teachers are overworked and underpaid even in good aided schools. The management may be well-intentioned but it is not able to tap fresh sources. It cannot look forward to any appreciable increase in income. It points out to teachers that, without cuts in salaries, the institution cannot be run. Think of the standard of education which pupils in such schools can reach in the absence of facilities for library, laboratory, and educational appliances like charts and diagrams ? Is there anything strange if the standard should go down ? It is astonishing that our public men should think that high standard can be somehow maintained even if they are not prepared to pay for it. The wisdom of continuing the cuts is doubtful. If the temporary expedient of cut does not meet the difficulty, the management will do well to take stock of the situation and adopt a suitable line of action. A cut in salaries will, like the tubercle microbe attacking the tissues, make the teacher moody and dull and he will not be fit for any work of serious nature requiring great enthusiasm and initiative. The education of children suffers ultimately and parents who

pay more by way of school fees and extra fees have good reason to complain that their children have not had their chance. They lose faith in schools and education suffers. The management should not suffer in silence like the poor unhappy teachers under their control. Many public men are associated with the managing bodies and our schools are run not as profiteering concerns but solely in the interest of the public. They are officially recognised as public institutions and it is plain that any child that joins an aided school can and should hope to enjoy all the facilities of modern education. If the managers feel that they are not able to carry on the work of the school as before and if, in spite of drastic economies effected in several directions, the administration of the school on sound lines be found difficult, they should not hesitate to invite the attention of the Government to the urgent need for the revision of its age-long illiberal policy. So far as I know, no joint action of this kind has been taken till now. It will be difficult for teachers to take the management seriously when they know that no attempt is made by the body of managers to urge on the Government the need for relief. An association of managers of aided schools should be formed and such an influential body of men among whom may be found eminent public men and politicians will certainly be able to bring pressure to bear upon the Minister of Education and the Government. A policy of continued cuts is a doubtful device and it will take us nowhere. Every management that is seriously concerned with the efficiency of its school should be prepared to join an organisation of managers so as to influence the educational policy of the Government at this critical time.

The Government has a direct responsibility in regard to education, whether lower or higher. Even in America, the need for control in regard to every sphere of education is admitted. This claim for control by the state is based on the consideration that a good portion of the expenditure is met from public funds. What is striking in our educational sphere is the lack of a programme. This very often results in frittering away our slender resources and there is no adequate return. In the absence of a continuity of policy, it is difficult to produce any tangible result. For instance, Secondary schools are started by local bodies at one time and at another time we are told that local bodies should have nothing to do with Secondary education. Now they are for the encouragement of aided institutions, but very soon the Government takes under its control a number of schools and colleges. A committee appointed by the Government recommends that the Government colleges should not be handed over to other agencies but in a few years proposals are submitted by the department for the closing of some of the colleges and for the closing down of some of the departments in the colleges. Take the case of Elementary education. How often have attempts been made to reform Elementary education piecemeal? There is frequent reiteration that the Government can do little for higher education hereafter since most of its available resources should be devoted to Elementary education. Many among our public men seem to feel that the interests of higher education should necessarily come into conflict with those of Elementary education. A proper and carefully planned programme should give due regard to the needs of every grade of education so that the educational system as a whole may be efficient. Education has been a Transferred Subject under the control of an elected Minister for a number of years. We are told on the platform that much could be done within the limits of the Constitution granted to us. What is the kind of progress in respect of Elementary education? At the instance of Sir A. P. Patro, it was proposed to launch on a programme of expansion so that every village with a population of

500 might have a school. Very soon Mr. Statham submitted an interesting report in which the need for a comprehensive programme of expansion along with the elimination of small single teacher schools was pointed out. Now we have before us the "Champion Scheme" for consolidation of Elementary schools. One would like to ask where we are in respect of Elementary education. In spite of the loud talk that Elementary education should make rapid expansion, nothing is being seriously attempted. Universal free and compulsory education is yet to find a prominent place in the educational programme of the Minister. Is it not amusing that indifferent attempts should be made to amend the Elementary Education Act? During the Ministry of Dr. Subbaroyan, the Act was amended just to permit aided schools to levy fees. Now an ingenious amendment is proposed to be introduced by Dewan Bahadur Kumaraswami Reddiar under the plea of introducing a modified form of compulsion. The parents who do not care to send their children will not hereafter be worried, but action will be taken against parents if their children attending a school leave the school within the school-going age. This step is proposed with a view to minimise wastage. Will not this measure encourage parents not to send children to school? What about our public men who have at considerable sacrifice of time and money managed to enter the Legislative Council and local bodies? They cease to be active the moment the results of the election are announced. Is it not fair that our leaders should chalk out a programme of efficient expansion of Elementary education? The Champion scheme of consolidation as modified by the instructions of the department will certainly rule out expansion. When expansion is demanded, it should not be understood that mere number alone is meant. While there can be no serious objection to consolidation of schools wherever convenient, it is a mistake to concentrate our energies solely on that aspect as if the primary problem before us is consolidation. The figures gathered from the administration report make the case for expansion unassailable.

EXTENSION OF ELEMENTARY EDUCATION FOR BOYS

Population Centres and Percentage of Centres not having Schools.

District.	2000	%	1000	%	500	%
	to 1000		to 500		to 200	
Kurnool	227	..	411	10	379	50
Godavari East	252	1	121	8	54	50
Nellore	346	6	470	12	469	44
Trichy	390	6	409	20	557	43
Tanjore	527	7	675	21	370	60
Coimbatore	522	12	467	29	259	69

Out of 23,558 villages with a population ranging from 200 to 500, about 17,000 villages or 75% have no school of any kind. The provision for Girls' schools is worse. 32% of the villages with a population of 4000 to 5000 have no school; 33% of the villages with a population of 3000 to 4000 have no school; 53% of villages with a population of 2000 to 3000 have no school and 97% of the villages with a population of less than 2000 have no school. To think of consolidation as the main problem of Elementary education is to delude ourselves into a belief that Elementary education has made appreciable expansion.

sion. We cannot forget that the percentage of male pupils to male population is still 82 for the presidency and in certain districts like Nellore, Coimbatore and Salem, it ranges from 6.7 to 4.7. A good programme, a spirit of determination to carry out the programme in the prescribed period and the provision of adequate funds are what are expected from the chosen leaders of the people who constitute the Ministry. In the absence of careful planning, no constructive work can be done and the funds will be wasted. In the sphere of higher education, many institutions which are allowed to bear the responsibility of training pupils for life do not command adequate resources. If they be expected to maintain a high standard, it is wise and expedient for the Government to cut out the red tape and give the needed relief. The parents who keep their children in the aided school are also taxpayers and they have a right to expect aided schools to be as well equipped and staffed with the help of funds from the Government as the institutions under Government. Any further delay in the financial adjustment between the Government and the management will amount to serious indifference to the education of thousands of children in aided schools. The decline of aided institutions will certainly mean a great set-back in the field of education and it is for our public men to look ahead and act quickly.

The teacher is the pivot of the situation. On his outlook, attitude, and efforts, the success of the school or of the educational system mainly depends. The environment in which he is placed may not be altogether favourable. He may not be sure of his position to-morrow in the school. His salary is not worth mentioning. The management feels that the teacher should be able to supplement it from other sources like private tuition. It is not for him to complain about hours of work or fatigue. Circulars regarding the method of correcting composition, of utilising the library hour and so on are generously placed in his hands so that he may closely follow the hints. No one cares to know whether he is able to live in a house which is decent enough to permit him to study. No one cares to know whether he has anything left for the purchase of books. His salary is not paid in time and he is driven to get financial accommodation from the money lender by pledging the few jewels. An economic survey of teachers will be very instructive if a number of teachers could only have the courage and inclination to place the full facts. Is there any wonder if, under such circumstances, they teach mechanically by a rule of thumb process? They are not to blame if, in the midst of this dull life, they fail to show the true qualities of the teacher. New methods, individual attention, extra-curricular activities, and up-to-dateness cease to have any attraction. The suggestion that the management of schools may be entrusted to a committee of teachers may be explored if the managers plead inability. Just at this time we teachers should be able to draw upon the great spiritual fund lying unutilised in us. Regeneration of a poor country can be undertaken only by poor men who have received the benefit of education. Let us take up the work of teaching more in the spirit of a social worker. If schools have to be effective social centres, they require persons with a broad and sympathetic outlook who can be trusted to bear the burden willingly. This will give them strength enough to face the indifference of the public and the authorities and, through their earnest work, it may become possible for the public to realise what important part the schools have to play. The spirit of the Education Week should abide with us throughout the year and once we throw ourselves heart and soul into the work of the school, we become deeply interested in the children. Even in olden days, the teacher owed his influential position to the personal interest

it was possible for him to take in the children. A *bureaucratic or service* attitude which has grown with us has created a gulf between us and the public. The goodwill of the public can be gained by earnest and devoted service. If self-government is to be a success, a good deal of humble spade work has to be done in our schools. A sincere band of teachers devoted to schools can change the attitude of the public towards schools. Our future leaders will have happy recollections of the care and attention bestowed upon them when they were children. It may not be for the present generation of teachers to reap the fruit but we cannot think of a more meritorious service than that of making the way clear for our successors in the teaching profession. The leaders that should wield the destinies of our country are to be made by us now. Let us have a clear vision of our future and of the future of our country. Let us be glad that it has been given to us to bear the burden of instruction and to bring up the youth on right lines. Our political leaders and business-men are absorbed in their respective problems. It will be a serious dereliction of duty on our part if we do not do our bit. It should be our duty to be well-informed on educational matters and to give the proper training to our children in schools. This spirit of devotion to work will become more fruitful if teachers become well organised and disciplined. A disciplined body of teachers will know their business well and be prepared to give their best ungrudgingly to the public in a spirit of sacrifice. Nothing better can be expected of us now and we should not be satisfied with anything less. With the willing co-operation and loyalty of the teaching profession, the South India Teachers' Union can hope through the grace of God to promote professional solidarity and awaken a spirit of national service.

THE JUNIOR RED CROSS MOVEMENT

BY

MISS. M. SIMONS.

THE STUDENT TEACHER'S PART (*Contd.*)

While at the Training College you should acquaint yourself with modern health movements and study them carefully and whole-heartedly in the cause of better health for India and the regeneration of our ancient race. The triumphs of modern medical science over some of the worst forms of disease, as propounded in Osler's "Man's Redemption of Man", the success of the Child Welfare and the Maternity campaigns and the organisation of Baby Week, which have resulted in a saving of child life through-out the country; health propaganda to arouse interest in sanitation and hygiene; relief works devised to meet the sad conditions arising from earthquakes, floods, fires, famines and like calamities, campaigns against specific diseases such as leprosy and tuberculosis and blindness undertaken by the Indian Red Cross Society, the British Empire Leprosy Relief Association and the All-India Blind Relief Association; the welfare work of the Seva Sadan and the Seva Samiti movements; the general advisory work of the Rockefeller Foundation will all be found immensely interesting and highly instructive.

The work itself with its demonstrated results in greater human happiness, constitutes the best argument for enlistment in the cause. To what better cause can you devote yourself than to cause of good health, which is the cause of more perfect living?

Much can be done with so little effort and so much ease. Organise a study circle. A round-table discussion on the prevalent neglect of hygiene may be held periodically. Enlist the assistance of a teacher of hygiene or a medical practitioner. Take advantage of their wider knowledge. As far as time permits, you will, by such means, be rehearsing to meet the situations arising out of the impending work in the school you will go to. In your study circle, the more you discuss the basic facts of physiology, hygiene, sanitation, bacteria and disease, the better. Your intimate knowledge of them will help to dispel some of the nonsense that is believed by the unenlightened.

HEALTH INSTRUCTION.

There are clearly two distinct kinds of health instruction. One of these relates to matters of public or social health and is largely concerned with the prevention of diseases caused by faulty hygiene and sanitation.

The results of the campaigns against malaria, tuberculosis, typhoid fever and the like should be made familiar to all and there is no reason why much of this should not be taught in schools. Interesting tales and dramas, always with a moral, can be told upon these subjects by someone who understands child psychology and knows how to write for children. The economic value of health is something even a child can be made to appreciate when he is shown, for instance, what it has meant to the prosperity of some parts of India to get rid of malaria, to protect people against the mosquito and to give them quinine.

The other phase of health instruction is that which might, in contrast with the foregoing, be termed personal. It is concerned with the promotion of health rather than with the prevention of disease and is thus something positive, not negative, in its results. Its chief object is to stimulate the formation of good health habits. It should be begun with children of six or seven years of age and for its purpose only such knowledge of the functions and requirements of the body need be imparted as will make the child understand what is necessary for the protection and care of its own health. One of the first things to be taught is the all-important respect for the body, so that it may not be abused.

THE JUNIOR RED CROSS.

To arouse the interest of children in health matters is one of the objects with which the Junior Division of the Indian Red Cross Society has been formed and to which it is now devoting its best efforts. The object of the Health Game and its Rules is to encourage observance of the rules of Health. The bases of these rules are cleanliness within and without, proper diet, exercise, rest and fresh air. Their observance is encouraged in a spirit of friendly rivalry, in the hope that by daily repetition it will become so fixed a habit that the child will be uncomfortable unless his hands are clean, his food simple and wholesome and the air around him pure; and will automatically seek fresh air and enjoy playing and sleeping in it.

In the development of health habits the first step is to make the child desire health not merely for its own sake but also as a means to efficiency, success and happiness. This can be well and easily effected by illustrating from the lives of our reformers the value of a strong and healthy body in attaining success. Every boy should be taught to prize such signs of good health as bright eyes, a clear skin and an erect and confident carriage. We need to make pride in personal appearance popular in India once more and to encourage our boys to attain something of the splendid fitness of Bhim, Bhisham, Arjun and Abhimanyu. All children like to be popular with their fellows. They will readily see that the overflowing spirits which go with abounding health are an important factor in attaining popularity and that there is good reason for the saying "Laugh and the world laughs with you". It should also be instilled into every child that his or her first and most patriotic duty is to become and remain as strong and as vigorous as possible, so that he or she may serve the country well.

In any attempt to inculcate health habits in school some kind of morning inspection is essential. It may take the form of a rapid review by the teacher, marks being awarded for cleanliness, and tidiness, or that of a health club in which the children are inspected by one of themselves whom they have elected Health Officer. In a country like India there is much to be said for the idea of making children self-governing in matters of health. The school can later extend its activities and influence and develop a number of health clubs or leagues for primary, middle and high classes, each with rules and regulations appropriate to the ages of the pupils included in it.

AIDS TO INTEREST.

It should be realised that all this must be accompanied by systematic health teaching, varied according to the child's need and understanding. Health teaching must, in fact, be made a regular part of the curriculum and

closely correlated with the other work of the school ; but much of it should be informal and incidental. For instance, in history the teacher may dwell on the feats of strength and endurance of the great Rajputs or show how Sivaji depended for success on steady nerves and a body hardened to the utmost. In Arithmetic, occasion may be found for working out health problems such as the computation of the caloric values of different foodstuffs and comparisons of their cost. Drawing again offers splendid opportunities for the making of health charts and posters. Domestic science, if properly taught, becomes almost pure and simple instruction in fundamental health matters. English too offers many opportunities for the dramatisation of health activities. Further, cleanliness parades may be held in the class room and children shown how to wash their hands, clean their teeth, comb their hair, cut their nails and so forth. In a boarding school, it may occasionally be possible to arrange a demonstration midday meal. Every opportunity should be taken for educating children in the important matter of what and how to eat. The educational possibilities of the school midday meal and the picnic tiffin should be utilised to the utmost. On such occasions a chart showing the food values and prices of the items in the menu will prove immensely useful. Use of the dramatic instincts of children in the production, and even the writing, of little health plays is another way arousing interest, and incidentally of imparting much useful information, regarding health matters. In brief, the more health instruction can be given in the form of recreation and play, the greater will be the interest aroused, the deeper the impression made and the greater the benefit derived.

In waking the child to an active realisation of its responsibility for its own health, one of the most useful devices is the class room Height and Weight Record. This should be hung on the wall of the class-room and the children themselves make the entries in the appropriate spaces. This plan makes the chart a matter of personal interest to them. They regard it as their own concern and the matter of keeping to proper weight becomes a point of honour and takes on the spirit of a game in which competition plays a stimulating part. Boys who desire to achieve a distinction or award such as a banner, a star or some similar mark of success in the attainment of normal weight for height, become willing to go to bed when they should, to obey the laws of cleanliness and to observe all the other rules of health. Thus fundamental habits of healthful living are formed which should continue throughout life.

SCHOOL LIBRARIES AND LIBRARY HOURS*

SYLLABUS

1. WHY OF SCHOOL LIBRARIES

11. From the point of view of the content of education.

111. Factors for consideration.

Rate of change in the volume of organised knowledge. Limit to the holding capacity of the brain. Overloaded curriculum, a chronic feature.

112. Lines of solution.

Development of a new outlook and a new technique. Resolution into knowledge and information. Analysis of the objective in education. Equipping the pupil with knowledge and developing in him capacity to find facts and when required. Educating for self education. Analysis of printed materials. Text-books, recreational and informational, and reference books.

113. Pedagogical consequences.

Fitting the school library with reference materials and extra-curricular books. Giving practice in fact-finding. The school library, the field for practice. Amplification of the examination system. Examination with books.

12. From the point of view of the process of education.

121. Facts for consideration.

The problem of incompetent first class honours men. Stagnation after emergence from the stage of formal education. Development of anti-social tendencies in the world of learning.

122. Lines of solution.

Analysis of the process of education. Transmissive and creative aspects of education. Providing opportunities for self-direction and selfeducation. The significance of the laboratory movement. Pooling the creative impulses of pupils. Bringing home to the pupils the need for and the advantages of mutual co-operation to complete a piece of work.

123. Pedagogical consequences.

The restraint of the class room to be supplemented by the freedom of the library room. Making the library collection stimulating and enjoyable. Distinctions between text-books and library books. Range of library books. Not merely story books and literary essays. Encouragement of tiny research. Setting the problem and teaching the mechanics of research. Co-operative research. The school library the hub of such self-directed and socialised activities of the pupils.

13. From the point of view of the educand.

131. Factors for consideration.

Consequences of universal education. Frequency distribution of the mental capacity of the pupils. The problem of the lower quartiles. Nineteenth

*From Dec. 17 to Jan. 2, a course of Vacation Lectures will be delivered by Mr. S. R. Ranganathan, M.A., L.T., F.L.A., on "School Libraries and Library Hours," under the auspices of the Madras Library Association.

century tradition due to the almost exclusive contact with the uppermost quartile. The nucleal element in the personality of the pupil goes unstimulated.

132. Lines of Solution.

The true principle of democracy in education. Education by experience. Intimate and sympathetic personal contact with pupils.

133. Pedagogical consequences.

Pedagogy of individual differences. Differential rate of education and library hours. Differentiation in reading materials. Variety of collection from the point of view of matter as well as manner. Variation of collection from school to school. The library hour, an opportunity to discover and work upon the nucleal element in the personality of each pupil.

2. OBJECTIVES OF SCHOOL LIBRARY WORK

21. To train the pupils in recreative reading.
22. To train the pupils in informational reading and in finding facts from printed resources as and when required.
23. To train the pupils in the efficient use of books and library apparatus.

3. WHAT OF SCHOOL LIBRARIES

31. Bibliographical factor.

311. Book resources.

Varieties. Recreative books. Informational books. Reference books. Periodical publications.

Nature. Correlation with curriculum. Correlation with the experience of the pupils. Variation with locality. Gradation to suit different age levels. Get-up. Paper. Binding. Illustrations. Typography. Size.

312. Fugitive resources.

Clippings. Scrap books. Illustrated folders and prospectuses. Photographs and other pictures.

313. Extension materials.

Lantern slides. Cinema reels. Classified list of illustrations in books.

32. Human factor.

321. Pupils.

Methods of publicity. Follow up of class room work and principles of interest. Principle of recency. Principle of novelty. Principle of curiosity. Retention after attraction. Sympathetic, prompt and exact service.

322. Members of the faculty.

Personal discussion. Strengthening of the stock. Assembly of relevant materials in topical sequences. Aids to classroom work. Publicity in the classroom.

323. Library staff.

Need. Qualifications, general, pedagogical, professional, and personal. Status. Part-time staff, supplemented by visiting librarians.

33. Material factor.

331. Stack room and its equipment.
332. Reading room and its equipment.
333. Equipment for extension work.

4. HOW OF SCHOOL LIBRARIES--MEANS

41. Recreational reading.

411. Correlation with language classes.

Parallel reading from

- (1) Other works by the same author,
- (2) Works on the same or similar themes by other authors,
- (3) Transliteration in other languages known to the pupil, and
- (4) Biographies and letters of the authors.

412. Correlation with the biographical and the historical side of the non-language classes.

Parallel reading from

- (1) Biographies of persons associated with the subjects,
- (2) Anecdotal history of the subjects,
- (3) Descriptive account of the application of the subjects to actual life, and
- (4) Fiction into which scientific or historical information, as the case may be, is intrinsically woven.

42. Fact-finding reading.

421. Correlation with non-language classes.

Source books to be used

- (1) Encyclopedic works,
- (2) Yearbooks, directories and a similar reference books,
- (3) Compendious treatises, and
- (4) Governmental reports and periodical publications.

422. Correlation with language classes.

Source books to be used :

- (1) History of literature,
- (2) Anthologies,
- (3) Collected works, and
- (4) Dictionaries.

423. Correlation with the national festivals and events.

The Headmaster is to suggest, from time to time, topics on which the pupils may make their own tiny research and write out their own little treatises.

424. Correlation with the local geography, local history and events and local industry and occupations.

The specialist teacher concerned is to suggest topics for work similar to the one mentioned in 423 with the additional provision that the pupils are to supplement the resources of the library by reference to folklore and the local records, available with the different local persons and institutions, by field work and by oral enquiries.

43. Development of the capacity to use the library and its resources efficiently.

431. The physique and the care of books.
432. The internal parts of an ordinary book and their use.
433. The structure and use of common reference books.
434. Appreciation of shelf arrangement.
435. The use of the catalogue.
436. The art of preparing bibliography in specific topics.

437. The art of taking down notes for future reference.

438. The development of civic habit and responsibility.

Apprenticeship method. Practical guidance as and when need arise. Distribution of formal lessons. Concentric system.

5. HOW OF SCHOOL LIBRARIES—PUPIL'S WORK

51. Recreational reading

1. Maintenance of diary,
2. Epitomising,
3. Debates, either in the library or in the school society, and
4. Dramatisations, either in the library or elsewhere.

52. Fact-finding reading.

1. Maintenance of diary.
2. Bibliographical games.
3. Essay writing with books, and
4. Annual thesis.

53. Efficient use of the library and its resources.

1. Maintenance of bibliographical scrap books,
2. Final bibliography in cards,
3. Notes taking in cards, and
4. Classified arrangement of the notes.

6. HOW OF SCHOOL LIBRARIES—ACHIEVEMENT TESTS

61. Recreational reading.

1. Scrutiny of the Pupils' diaries with special reference to
 - (a) the number of books read,
 - (b) the time taken for a book, and
 - (c) the genuineness and the appropriateness of the entries in the 'impressions column.'

2. Reproductive essays, the subject matter being chosen from the books which, according to the pupil's diary, he has enjoyed most.

Setting of a few questions in advance on a few books taken up by the pupil for study and pupils being asked to write on them at the end of the term.

62. Fact-finding reading.

1. Scrutiny of the pupil's diary and estimating the rate at which and the degree to which he has acquired the flair to find facts expeditiously.
2. Terminal tests in finding new facts.
3. Terminal tests in the form of an essay to be written with books in the library
4. Scrutiny of the annual thesis.

63. Efficient use of the library and its resources.

1. Preparation of bibliography on some set topic—time to be allowed, one week or a fortnight.
2. Scrutiny of the notes, the pupil has taken of the books read by him.

7. PRESENT DIFFICULTIES IN THE MADRAS PRESIDENCY

71. Pedagogical.

72. Bibliographical.

Linguistic, experimental and business difficulties.

73. Managerial.

Technical staff. Space and equipment. Finance.

8. ASPECTS OF SCHOOL LIBRARY MANAGEMENT

81. Book-selection.

82. Book ordering.

83. Classification.

84. Cataloguing.

85. Shelf work.

86. Reference work.

87. Circulation work.

88. Follow-up work in consultation with the members of the Faculty.

89. School library finance.

Approved by the Text-Book Committee, Madras.

THE NEW ERA ENGLISH READERS

First and Second Primer and Book I. As. 5, As. 6 and As. 8. Fully Illustrated.

Edited by H. CHAMPION, M.A., I.E.S.

By M. S. SUNDARESWARAN, M.A., L.T., and A. S. VENKATARAMAN, B.A., L.T.

The Hindu, Madras, writes :

'The Primers under review are strictly based on the lines laid down by the Editor. The lessons have been *very carefully graded*, the new words and phrases to be memorized have been printed in bold type and the illustrations serve their purpose. The revision questions at the end of each lesson reveal the great care bestowed on them. The pupil has to answer some questions, make his own questions to fit the answers given, and fill up the blanks which may stand for different parts of speech as well as turns and forms of expression. In the second Primer are to be found easy exercises on transformation of sentences.

The Primers are good introduction to the learning of English.'

'This Book I is the third of the series edited by Mr. H. Champion, the first and the second primers of which were noticed in these columns some time back. It is intended for Form I and quite fully does it satisfy the requirements of Form I. The first two lessons and a few more scattered over the whole book, are in dialogue form, perhaps as a translation from the Second Primer. The subject-matter of the book is characterized by variety and interest. The usefulness of the book is considerably enhanced by the very attractive illustrations, the vocabulary and phraseology at the head of each lesson, the exercises at the end based on the subject-matter, vocabulary and grammar, and also the scheme of grammar running throughout. *We are sure the series in general and this book in particular will evoke the enthusiasm of both the teacher and the taught.*'

Apply for Specimen Copies to

B. G. PAUL & CO., EDUCATIONAL PUBLISHERS
12, Francis Joseph St., MADRAS

TIT-BITS FROM THE EDUCATIONAL WORLD

BY

ANGLER

S.I.T.U. PROBLEMS

With the Silver Jubilee of the S. I. T. U. the premier teachers' organisation of South India can point to its programme of work with pardonable pride, in spite of the handicaps of the Teaching Service and Teachers' organisations. Apart from its annual conferences, the S. I. T. U. was developed all-the-year-round work through its guilds and associations by focussing opinion on current educational problems, by representation to authorities for redress, by agitation on matters of import, by developing membership, by building up the Protection and Profession Funds, by running its journal, by propaganda tours of its executive and by linked work with sister organisations all over India and with the public through its Education Week. This programme which has been evolved during the past dozen years in particular has owed its existence to a band of S. I. T. U. workers led by Messrs. S. K. Yegnanarayana Aiyar and M. S. Sabesan and its success is not a little due to the co-operation of the Press, the increasing recognition of the Department of Education and the interest evinced by thinking teachers and intelligent citizens. This evolution and this programme have raised the Union from the phase of mere academic theorising into that of coming into grips with real issues which call for action in terms of redress. Thus problems of organisation, of finance, of programme of work and of ideals in the light of world developments are confronting the S. I. T. U. Homogeneous activity, one-pointed agitation, harmonious interrelation of headquarters with guilds and associations (constitutional and financial including affiliation and dis-affiliation), and disciplined team work under the chosen executive require to be promoted.

THE S. I. T. U. PROTECTION FUND

The S. I. T. U. Protection Fund is growing in strength and in Finance, and in soundness. In less than 7 years, a 1,000 members have been able, by their co-operation, to pile up Rs. 8,00,000 and demonstrate what organisation and confidence in organisation can effect. The problem hereafter is not one of recruitment so much—the fund will attract members to itself but of *investment of funds*, and careful and effective supervision of investments by members of the Fund, which is, in all Funds, the surest guarantee of the solvency of the Fund. Every teacher, worth the name, be he a man or a woman, owes it to himself or herself as a mark of professional respect and prudent regard for his or her future, to join the Fund and thereby unconsciously help the S. I. T. U. programme. Those who are below 40 years of age but who have not yet joined the Fund are sinning against their profession, themselves and their children. An intelligent community of teachers should not require canvassing by the Board of Management.

TEACHERS' SERVICE CONDITIONS BILL

Mr. E. S. Sunda, Advocate, Madura, has done a distinct service to teachers and the S. I. T. U. by his modified bill called "The Teachers' Service Safety Bill" pub-

lished in the *Indian Educator*. The draft, which is an amendment to the S. I. T. U. Bill, steers clear of some of the legal and financial difficulties in the original bill, and is a distinct improvement, not only with reference to sanctions behind the bill but also with regard to procedure. The S. I. T. U. executive, now in charge of the bill, will do well to accept the amendments for the S. I. T. U. and present the same before the coming Anantapur Conference. It is understood that Mr. T. M. Narayana-swami Pillai, M.L.C., has agreed to sponsor the bill and that he said so to the President of the Union during the President's tour in Trichy District last month.

THE AMENDED ELEMENTARY EDUCATION BILL

It remains to be seen how the Amended Elementary Education Bill is going to solve the problem of parental responsibility for children's education. The parent is the supreme authority in the child's destiny—but Government has got to be over-parent. In the West, especially in England, the parents' power over children is restricted by legislation to prevent cruelty, and neglect by the attendance officer, the Sanitary Inspector, ring-worm nurses, factory inspector, the police and the local authorities. It is a tragedy that the Hon. Mr. Kumaraswami Reddiar should have slept over these problems so long to wake up at the end of his long tenure of office to bring in an amendment to the Elementary Education Act which is as far from free and compulsory elementary education as the education policy of the Ministry towards justice to the children of the land and their birthright of education which is the tool of democracy.

NEW SCIENTIFIC TOOLS AND THE TEACHER

America is carrying on a system of electrified language-teaching. Instruction is given through the loud-speaker which is connected with the phonograph. The television teacher appears on the screen to instruct the class and close-up photography is used to show details of tongue placement and lip-formations to produce sounds. Words that come in over the air appear at the bottom of the screen to enable students to associate sound and sight of words. A teletype machine records the lesson. A miniature recording device is attached to every desk to enable students to record any portion of the lesson they don't understand. Lab-lib exercises then follow. In spite of this new scientific tool, there can be no doubt that the class room teacher is indispensable in order to attend to individual differences, to give personal guidance, to correct pupils' errors and to synchronize instruction with experience.

SCHOOLS AND MANUAL TRAINING

The 1934 S. S. L. C. Scheme provides for manual training, as in the previous scheme. But there is the danger of the provision of manual training being a mere provision on paper. The Ministry which, on the eve of election, is busy touring and expending poor people's money for propaganda purposes of party, cannot do better than show its sincerity by diverting its T.A. and a portion of its heavy salary towards opening up manual training in schools. When public funds are available for party purposes, they must, in justice, be available for children and schools. The *Fera* of the U.S.A. in its recovery programme has given an impetus to small industries by organising supply of school materials. Some of the industries which are developed in America can very well be developed in Indian schools as well, as business on buy-Indian basis. They are: the wood cased pencil industry—Ink and adhesive industry—drawing materials—loose leaf and blank book industry—desk accessories—blotting paper

—marking—school building repair—painting—furniture repair—sanitary facilities, etc.—
When will our Ministries place programmes above their personal welfare?

IOWAS TESTING PROGRAM.

Iowa is adopting a co-operative testing program for the redirection of Teaching. The testing project is called the "Iowa academic contest" covering fundamental school subjects. It uses the new type short questions. Schools score the test papers and the results are sent to the contest Director. Competition is the motivating power. The contest determines the general level of each school, the average achievement in each subject, the relative achievement and the individual achievement of persons. Such contest in a particular area or educational centre will not only better scholarship but improve content and method of school instructions, teaching process, and attitudes in students to learn. In India, such experiments are altogether absent, thanks to the levity of all concerned in education and the absence of any interest in the science and practice of Education on up-to-date lines.

THE LIBRARY HOUR IN SCHOOLS.

The library hour in schools has come to stay. But the library ideal is, like all other ideals of education, in the back round. The purpose of the library hour is to develop the reading habit of children and thereby lay the foundations for a continuous reading sense. In most schools, it is being misused for extension of coaching for examinations, or supplementing class instruction or for distribution of library books.

It is time that such levity is nipped in the bud at the very start of the experiment. Every school must be asked to provide a library room with facilities for references, when masters must set problems and pupils must attack them in the library hour. Prizes for the school Aesop must be awarded to encourage story telling. Prizes must also be awarded to essay writers and compilers of information. Above all, school authorities and teachers must exhibit a sense of responsibility in carrying out this educational experiment and not allow it to die by lack of entire fairness for it.

GLEANINGS

TEACHERS' SALARIES.

W. H. F. Armstrong, Esq., M.A., I.E.S., under "Editorial" in the December 1934 issue of the Punjab Educational Journal writes:—

"We wish this month to draw pointed attention to a state of affairs in our privately managed schools, and in some colleges, which is seriously affecting educational effect and standards and which is lowering the prestige of the teaching profession and encouraging unprofessional practices.

The sole aim of many managing bodies seems to be to increase the numbers on the rolls of their schools. Having got large numbers of boys, and a correspondingly large fee income, no effort whatever is made to spend that income wisely and thereby provide a sound education for the youth of the Province. Instead, we find that the management's usual method is to try and provide an education which is as cheap to themselves as they can possibly make it. To do this they exploit the present unemployment amongst qualified teachers and engage men, some of them M.A., B.Ts, on salaries as low as Rs. 60

per mensem and even less. To make up these low salaries other inducements are often held out to the prospective master. He is told that tuitions will be obtained for him to eke out his wretched pay, that examinerships may possibly come his way, or that he may take examination classes in extra, out of school cramming periods for which he will get so much for each boy crammed. The management saves money again by having a small staff for large numbers, sections of classes being often unwieldy and the teaching consequently inefficient. Again as a result of so much unemployment, masters of some years standing are told that they must accept 25 to 30% less pay or go as they can be easily replaced by a younger and cheaper teacher.

It is difficult to understand the mentality of such managements. The public sends its sons to school, pays fees and naturally expects that the boys will receive as sound tuition as is available. We are amazed that the public does not realise that such practices as we have described can only make for inefficiency and an education not worth having. What sort of teaching can be expected from, what sort of example can be set by, such teachers who are daily oppressed by financial worries; who are always of necessity on the look out for tuitions, however cheap; who must spend their time canvassing for examinerships or writing cheap bazar notes in order to make a few extra rupees. How can they prepare their work properly and how can they put any heart into their work in such circumstances? and, to crown all, they know that however hard and successfully they may work their tenure of a post is never safe and at any moment they may find themselves in the street, unemployed again for no fault of their own. We say again that it is astounding that the public does not seem to realise what is happening under its nose. We talk of the defects of our educational system of its too literary bias of its lack of character training and so forth and so on. The defects are obvious enough in all conscience and they are made infinitely worse by the state of things we are discussing. And the irony lies in the fact that such things go on in institutions which might be expected to desire the removal of some of the more glaring defects in the system.

Another aspect of this question is of great professional importance to all teachers. The profession is suffering a loss of prestige, general standing and efficiency and is becoming cheapened in every sense of the word. Its members are compelled to do things they would wish not to do and to resort to devices which ordinarily they would not even consider. A general lowering of the standard of the profession is already seen with resultant ill-effects on the rising generation.

We would appeal to all those in authority in educational activities to pause and consider this question. So much could be done in a short time to change all these doubtful practices if the desire to do so were there. The benefits of such a changed outlook to education as a whole would be immeasurable and surely well-worthwhile.

ORGANISATION.

Welcome Address delivered by Mr. M. K. Desai, M.A., LL.B.B.T. at the Bombay Presidency Secondary Teachers' Conference, 9th Session.

"..... It rests with us teachers to raise our own status. Let us realise the dignity, the importance and the great responsibility of the noble calling that we have chosen as our own. Let us respect ourselves before others may do the same. Let us also unite and organise. Let each of us be a member of at least one Teachers' Organisation in the country. Our demands would then have a greater sanction behind them. The National Union of Teachers of England and Wales has some 1,20,000 members. Having a sound organisation, they can arrange their own curriculum and even run their own candidates at the Parliamentary elections. The day when instead of a few hundreds only out of the total of 5000 secondary teachers in the presidency, a large number of teachers attends this conference as accredited delegates from the different constituencies, our claims will have a much greater force and the Government, the University and the Managers of schools will learn to pay greater attention to our resolutions than they do at present."

OUR LETTER BOX

SALARIES OF TEACHERS AND GOVERNMENT POLICY.

G.O. 4619 L & M. of 1934 has indeed been a god-send, through the Madras ministry of Local Self-Government acting in conjunction with the Director of Public Instruction who is the Educational adviser in the province. It shows that in the case of teachers under Local Boards and Municipalities, Government has made up its mind to standardise and provincialise the teaching Service under definite rules and regulations, designed to prepare the teaching Service to live under conditions suited to the paying capacity of the burdened Government to come. This conclusion is fortified by a recent communication of the D. P. I. in his R.C. No. 740/34 dated 22-10-1934 to the District Educational officer, Trichy on a reference from the Trichy District Secondary Education Board about the amendment of the M.E.R. 12 (1) on the lines adopted in the Local Board Act with reference to pay, prospects etc. of teachers in aided schools. The circular states as follows. "The District Educational Officer is informed that Director considers it premature to amend the Madras Educational rules 12 (1)."

The G. O. 4619 dated 20-10-'34 and the D. P. I.'s R. C. no. 749 dated 22-10-'34 are undoubtedly an indication of considered Government and Departmental ideals about the teaching Service in non-Government schools. Whether this is what the S. I. T. U. expected out of its two years agitation for the Service Conditions Bill is for the XXVI Provincial Education Conference at Anantapur to answer. The action of the Government and the department clearly show that chance of redress, by normal constitutional means, of grievances of those affected by administration, especially in the teaching service are as remote as in the elusive realm of Self-Government. The above proceedings of the Ministry and the Department point, more than ever, to the need for strengthening the organisation and the voice of organised teaching opinion with the aid of all interested in the Teaching Service which is shaping the destinies of the youth of the country.

The G.O. has met with a surprising measure of condemnation by the Press, by Educational agencies and Services alike. Three requests have been made constitutionally (1) for cancelling the G.O., (2) for keeping the G.O. in abeyance, (3) for revision of the G.O. with a view not to affect existing incumbents and future entrants on lines agreed upon by the Government Legislature organised Teaching opinion and Educational agencies.

It is gratifying to note that the Chief Minister has been responsive enough to note the volume of spontaneous agitation by teachers and the public to redress the hardships caused to those who have gone beyond the maximum of the new Scales of Salaries. But the Ministry's action, if it is a recognition and redress of hardships based on *justice to all irrespective of caste, creed, or community*, must apply to all cases of hardship, either covered or not covered by the revising order granting personal pay, either recommended or not recommended by party adherents in the districts in local boards and municipalities for reasons best known to the powers that have worked Dyarchy.

The Ministry's one-sided justice of granting personal pay, whether to Brahmin or non-Brahmin existing incumbents is bound to perpetuate the monster of communalism among teachers now and in future. It also does a disservice to the rest of those adversely affected by the G.O. like (1) those who have not reached the maximum of the old scale; (2) those who have reached the maximum of the new scale; and (3) those who are yet below the maximum of the new scale.

Whatever normal law might say, if any test suit is instituted by those in service who are adversely affected by what seems an abrupt act of Educational Hitlerism, it is the duty of Government in its own right, to demonstrate its right to regard by those

whom it seeks to control, that it has a dignified policy by the teaching profession as a whole and its problems of Salary Scales and tenure. Every teacher is a public servant, whether technically recognised yet or not by the legislature and administration. Every grade of teacher, serving under any agency has the same qualifications, has the same work to do and it is a national irony that an attempt is made which is likely to create barriers in service conditions, Salary Scales and leave-rules between teacher and teacher in Government, and non-Government Educational institutions. If the Madras Ministry is earnest in bringing down the cost of local board administration, the teaching profession is prepared to set forth for public benefit items of expenditure other than Educational which admit of drastic economy in the present working of local self-governing institutions. The salaries that teachers are getting are scarcely enough for bread for the body and food for the mind of the growing teacher. It is nothing but misguided zeal that can begin economy by making teachers conform to low standards, while ministers and Government servants are enjoying the fruits of pumped up salaries, safeguarded by Parliamentary Acts. It behoves the Ministry to be wise on the eve of reforms and elections especially where the teacher, whether in urban or rural areas, is a citizen either with the right to vote or with the capacity to influence votes against reaction of any kind.

S. T. RAMANUJA IYENGAR.

Trichinopoly, 13—12—1934.

CERTIFICATE COURSE IN LIBRARIANSHIP, 1935

Under the auspices of the University of Madras, Certificate Course for training in Librarianship will be conducted in the months of April, May and June. The course shall be open to candidates who have passed the Intermediate Examination in Arts and Science of this University or the Examination for Certificate of Proficiency in Oriental Learning. The fee for the course is Rs. 20. At the end of the course there will be an examination (Theory and Practical) and Certificates will be issued to such candidates as are declared to have passed the examination.

The Classes will be held at the Senate House (University Library), Chepauk, Madras. The lecture classes will be conducted ordinarily between 4 p.m. and 6 p.m. and the practical classes, which will be in batches, will be conducted between the hours 10 a.m. and 4 p.m.

Persons who wish to apply for admission to the course should send their application, in the prescribed form to the Registrar, University of Madras, Triplicane P.O., so as to reach him not later than the 31st January 1935. Application forms may be obtained from the Registrar. The selection will be made in February and selected candidates will be notified by the 1st March 1935.

THE 10TH ALL-INDIA EDUCATIONAL CONFERENCE

Ramjas College, Daryaganj, Delhi, December 26—30, 1934.

The 10th All-India Educational Conference will be held under the auspices of the All-India Federation of Educational Associations at the Ramjas College, Daryaganj, Delhi, on December 26—30, 1934. *Hereby invitation is extended to all the ladies and gentlemen, teachers, administrators and inspectors of the various provinces of British India and*

Indian States to attend this Conference whose chief ideal is to bring about an educational renaissance in the country.

Papers, Addresses and Resolutions. The Conference will work through the following sections which will hold their sessions in groups and will present their conclusions before the General Sessions:—(1) Childhood and Home Education, (2) Primary and Rural Education, (3) Secondary Education, (4) University Education, (5) Adult Education, (6) Vocational Education, (7) Examinations, (8) Educational Experiment and Research, (9) Training of Teachers, (10) Health and Physical Education, (11) Internationalism and Peace, (12) Moral and Religious Education. The discussion in the General Sessions will not only include subjects presented by the Section Meetings but will largely centre on the burning problems of modern educational adjustment.

If any educationist has a particular interest along any of these lines and wishes either to write or speak on them, the undersigned should be communicated with immediately so that he may accommodate the paper or the address in the programme. Copies of the programme can be also had from the undersigned.

The All-India Educational Exhibition. An All-India Educational Exhibition will be held in this connection. The Secretaries of the Exhibition Committee solicit the co-operation of the interested in Education in making the Exhibition a success. It will be the endeavour of the committee so to organise the Exhibition as to make it serve not only the teachers but also the non-teachers by demonstrating through the exhibits what modern educational outlook tends to be, and what modern teaching as an art and a craft is, or is to be in the hands of the twentieth century teacher.

The Exhibition Committee hereby appeal to all Teachers' Associations, Educational bodies, heads of schools and colleges and D. P. I's, for their active help and co-operation in furtherance of the aims and scope of the Exhibition.

All-India Teachers' Tennis Tournament. This Tournament is also open to all ladies and gentlemen, educationists, workers, administrators, and Inspectors. A valuable running trophy called Rai Sahib Batuk Prasad Trophy is awarded to the winner who also receives the first P. K. Telang Prize, the runner up receiving the second prize. The entry fee is Rs. 3 per competitor and the last date for the entry is 22nd December, 1934. Further particulars can be obtained from the General Secretary, Reception Committee, Delhi.

The Reception Committee. A strong Reception Committee has been formed with Dr. Zakir Hussain Khan, as the Chairman and Mr. Baij Nath Khanna, as the General Secretary. The membership fee is Rs. 2 and the educationists of the Delhi Province are invited to enroll as members.

The Delegation Fee has been fixed at Rs. 2 per head.

Entertainments and Excursions. Displays of various kinds, Music and a drama are a few of the entertainments proposed by the Reception Committee.

The Climate. Winter in full force will welcome the delegates at Delhi. They are requested to bring with them their winter kit. The delegates from the South are especially requested to arm themselves with additional rugs and woollen clothing.

Lodging and Board. Free lodging will be provided to the delegates in the college and schools of Daryaganj. Especial arrangements will be made for lady delegates at the Indraprastha Girls' High School, Daryaganj. Board will be arranged to suit all pockets. Besides, Delhi is full of decent hotels of both European and Indian styles where lodging and board can be had to the satisfaction of all the delegates.

Further details regarding board and lodging may be obtained from Mr. Baij Nath Khanna, General Secretary, Reception Committee, All-India Educational Conference, Chunamandi, Paharganj, Delhi and particulars regarding the programme from Mr. D. P. Khattry, Secretary, Post Box 52, Cawnpore.

EDUCATION WEEK CELEBRATIONS

BIMILIPATAM.

The Education Week was celebrated from 6th to 12th November 1934. On 8-11-1934 Dr. R. B. Gullison, B.A., M.B.Ch. B. (Edin) delivered an interesting lecture on "Health" and Mr. K. Apparao Patnaick, B.Sc., (Hons) B.Ed., of the Municipal High school spoke on "The Teachers' Profession and National Character".

The Ladies' Day was celebrated on the 9th under the presidency of Mrs. Datla Janikayya, Mrs. Mary Solomon and Mrs. Santhoshamma delivered interesting lectures on "Maternity" and "Female Education" respectively. This day's proceedings was brought to a close with scenes from Krishna Leela, Shakuntala and Dhruva enacted by girl pupils in telugu.

On the 12th a public meeting was held under the presidentship of M.R.Ry. P. Bhadriah Naidu Garu, M.A., L.T., District Educational Officer, Vizag, when Messrs. K. Samuel and M. Satyanarayana Sastri delivered interesting lectures on "Schools as Social centres" and "Education in India in Ancient times" respectively. The president gave away the prizes and with a vote of thanks by the Headmaster the meeting terminated.

REPALLI.

The Education week was celebrated in the Board High school from 29th October to 1st November 1934. The week was inaugurated by Mr. S. A. Panchapagesan, retired Headmaster, with Mr. K. Satyanarayanamurthi, Local District Munsif in the chair. A series of lectures were delivered by the Headmaster of the school, local doctors and vakils on various subjects such as "Ideal school", Parental co-operation", "Health and Disease" etc.

At the close of the Week Mr. J. Gopala Rao, Local Tashildar, distributed Prizes to the students who had come out successful in the competitions organised.

CHIDAMBARAM.

The South Indian Education Week was celebrated in the Pachiappas High school, from 29th October to 2nd November.

On the 30th of October "Health Day" was celebrated with Mr. C. D. Thulasiram Mudaliar, District Munsif in the chair. Dr. Gopal Rao, Health officer gave some interesting and practical suggestions illustrated by lantern slides.

On the 31st October "Parents' Day" was celebrated when Mr. C. V. Srinivasa-chariar, a leading citizen and advocate presided. The office-bearers of the Parents' Association were elected. With a vote of thanks proposed by Mr. Bhuvanagamurthi Rao, the meeting terminated.

On 1st November "Children's Day" was celebrated with Mr. V. G. Ramakrishna Iyer, M.A., of the Annamalai University in the chair. A variety entertainment in Music, Mimicry, fancy dress and Magic etc., was conducted.

Friday the 2nd November was the last day of the week and it was reserved for the Scouts and Cubs of the school. The Headmaster presided over this day's celebrations.

KARAIKUDI.

Under the auspices of the Teachers' Union, the Education Week was celebrated from 29th November to the 1st December 1934. Children's Day was the first day on which there was a huge procession of all boys and girls in the town.

Teachers' Day was celebrated on Friday the 30th November 1934 under the presidency of Mr. R. Rangaswami Iyengar, B.A., L.T., Headmaster of the Devakotta High school. Teachers of boys and girls school in the town took part in the function.

The Parents' Day was held on 1st December 1934, under the presidency of Mr. P. D. Swaminatha Mudaliar, B.A., Income-tax Officer, Karaikudi. Mr. M. G. Guruswami Iyer, M.A., spoke on the need for co-operation of the parents. Dr. Rukmini Ammal and some school children treated the gathering with music and songs. With a vote of thanks to the public and the Teachers' union, the meeting terminated.

PARAMAKUDI.

On 29-10-1934 the Education week was inaugurated by M.R.Ry. V. Subramania Nadar, Avl., District Munsif, Paramakudi. Mr. P. Ramanatha Iyer, and Mr. Rajagopala Iyer, delivered lectures on "some problems of Modern Education" and on "Small Pox" illustrated by magic lantern slides respectively. With a vote of thanks proposed by Mr. A. Subaramania Pillai, Headmaster of the school, the meeting terminated.

On 30-10-1934 the second day of the week was celebrated in the Kalidas Elementary school, with Mr. O. Aravamudha Iyengar Deputy Inspector of schools, in the chair.

On 31-10-1934, the Old Boys' Day was celebrated in Rajah Sethupathi High school, under the presidentship of Mr. P. S. Chellam Iyengar Member, Ramnad District Board.

On 1-11-1934, the parents day was celebrated with Mr. K. Gopala Iyengar in the chair. Messrs. P. S. Sundaraja Iyengar and M. R. Sundaram Iyer spoke on "Parent teacher co-operation."

On 2-11-1934, children's day was celebrated with M.R.Ry. V. Subrahmania Nadar, Avl., District Munsif in the chair. With a vote of thanks the meeting terminated bringing the Educational Week to a close.

TINNEVELLY.

The Education Week was inaugurated on Tuesday, 23-10-1934, at the Centenary Hall, Palamcottah by E. E. Mack Esq., I.C.S., Bar-at-law District and Sessions Judge, Tinnevely. Mr. K. S. Appaswami Iyer, B.A., L.T., District Educational Officer, Tinnevely made a few remarks on "The Education Week and its aims". Mr. R. Lakshmanan, M.A., B.L., delivered a lecture on "Teachers as makers of a Nation." With a vote of thanks proposed by Mr. A. Srinivasa Raghavan, M.A., Secretary of the Guild, the meeting terminated.

The Second meeting took place on 25-10-34 in the Hindu College, with Mr. J. Charapania Nambiar, B.A., B.L., in the chair. After prayer by Mr. K. Srinivasan, M.A., Mr. S. V. Gopalakrishna Iyer delivered a lecture on "What shall we teach our young men". With a vote of thanks proposed by the secretary of the guild the meeting terminated.

The third meeting was organised on 26-10-1934 in the Government Training School with Mr. K. S. Appaswami Iyer, District Educational Officer, in the chair. Mr. K. S. Ponnuswami Pillai, M.A., delivered an instructive address on "Education and Democracy". With a vote of thanks proposed by the Secretary of the guild, the meeting terminated.

BADGARA

The Education Week was celebrated here from 29th to 31st October 1934 in the Government Training School. Mr. M. K. Veeraraghava Iyer, Headmaster of the school inaugurated the celebrations of the Week.

The Week began on the 21st November and was inaugurated by Mr. V. Saranatha Iyengar, M.A. Principal National College, Trichy. Two other lectures were delivered in Tamil by Rev. Father Moha Vaz and Mr. T. V. Umamaheswaram Pillai.

A demonstration of physical activities was held that day and the local Borstal school gave a very interesting programme of drill with music.

The next day was observed as "Social service day" under the presidency of V. S. Hejmadi Esq., I.C.S., A scout Rally and an Educational Exhibition formed two of the notable features of the day.

A meeting was held in the evening at the Rao Bahadur Ramanathan Chettiar Hall when Mrs. A. Jothipandian presided. After the distribution of prizes a paper was read by a student on "what the schools gives us and what more we need". The meeting came to a close with a variety entertainment.

Teachers' day. This day was celebrated in the St. Anthony's High school, with Mr. P. V. Naganatha Sastrigal, B.A., B.L., in the chair. Messrs. K. M. Sundaram Iyer, B.A., L.T., Headmaster K. H. School and V. Narayanachariar Asst. St. Peter's High School, then spoke on "The secondary Education of to-day" and the "Teacher, then and now" respectively.

SRIVAIKUNTAM.

In connection with the celebration of the Education Week 1934, the Teachers' Association, Coronation High Echool, Srivaikuntam, organised an Educational Exhibition and a Public Meeting on Sunday, the 25th instant. Mr. B. R. Chakravarthy Iyengar, B.A., B.L., the local District Munsif, presided over the Public Meeting. Messrs. S. V. Gopalakrishna Iyer, M.A., M.L., Advocate, Tinnevely, and A. Srinivesaraghava Iyengar, M.A., Professor of English, Hindu College, Tinnevely addressed the gathering in Tamil. At the close of the meeting, there was a demonstration of Physical Exercise by the pupils of the High School."

Unequalled as a Text-Book of Elementary English Composition.

PROGRESSIVE ENGLISH COMPOSITION

— ORAL AND WRITTEN —

BY

PERCIVAL C. WREN, M.A., I.E.S. (RETIRED).

Forty-ninth Edition.

Price, Re. 1-8.

SPECIAL FEATURES.

1. Wren's Composition is specially written for Indian students who study English as a foreign language. It thus differs in several important respects from manuals published in England and avowedly meant for English children.

2. Wren's Composition is written by an Englishman who has had exceptional opportunities to acquaint himself with the actual condition and attainments of Indian pupils.

3. Wren's Composition aims at giving practical training in English enabling Indian students to speak and write clear, simple and correct English.

4. Wren's Composition gives great prominence to Oral Composition.

5. Wren's Composition is written on a progressive plan suited to the courses of all the Middle School standards.

6. Wren's Composition is written on approved modern lines, and treats the various topics of English Composition in a fresh and stimulating manner.

7. Wren's Composition, unlike so-called other Composition-books, is not a Grammar-book in disguise. It is what it claims to be, a practical manual of graded lessons in English Composition for Indian students.

Wren's Composition is acknowledged to be the most successful book of English Composition for Indian students and is now in use all over India, Burma and Ceylon.

OPINIONS.

"This deals progressively with many English difficulties. . . . The author shows great skill in providing suitable exercises at every stage, and whatever form of work a teacher prefers in connection with these subjects he will find his wants anticipated.

"Contains materials of every kind needed for the subject, and will be found a perfect magazine of weapons for the teacher. Every type of work is represented, including Grammar, and full directions are supplied in every case."—*Indian Education.*

COOPER — PUBLISHERS — BOMBAY.

Selling Agents :

Messrs. MACMILLAN & Co., Ltd., Bombay, Calcutta, Madras.

FROM OUR ASSOCIATIONS

THE SALEM DISTRICT TEACHERS' GUILD

Business Meeting

A general body meeting of the Salem District Teachers' Guild was held at 8 A.M. on Sunday, 2nd December, 1934 at Rasipuram under the Presidency of M.R.Ry. M. K. Swaminatha Aiyar, Avergal, M.A., L.T., President of the Guild.

The auditor's report for 1933 was read and passed. Mr. K. S. Chengalroya Aiyar gave a resume of the activities of the guild during the year. The next item of the proceedings of the meeting was the consideration of certain alterations that were made in the rules of the Guild; chief among them were, that all the affiliated associations should send copies of all resolutions which are not of a local character to the Guild, and that the guild could admit individual members. It was also resolved to collect a fee of 8 annas from each delegate and pay half the total fees to the guild funds. Certain rules were also framed regarding the payment of subscriptions by the associations to the guild.

The guild next took up for consideration the amendments to certain rules of the S. I. T. U. and rejected the idea of developing the Union into a Trade Union, and the affiliation of Ranga Elementary Teachers' Association direct to the S. I. T. U.; but agreed to the Vigilance Committee Secretary being an *ex-officio* member of the Working Committee and for the creation of various departments within the Union to look after its varied activities.

The guild also agreed to the submission of its financial statement to the S.I.T.U. but did not agree to the sending of the list of teachers whose services were terminated nor to the sending of a confidential report about the managements. The affiliated associations were also reminded of their promise and requested to contribute their quota to the S. I. T. U. Silver Jubilee Fund.

By another resolution the guild decided to invite the S. I. T. U. to hold the Provincial Educational Conference next year under its auspices. The guild was invited to hold the next District Conference at Salem. Draft resolutions for the Anantapur Conference were considered and it was decided to support them. Office-bearers for new year were elected—the President, Secretary and Joint Secretary were re-elected, Mr. Norbert George, Headmaster, Little Flower High School, Salem, being elected Vice-President in place of Mr. A. V. Sundaresa Aiyar. Mr. K. S. Chengalroya Aiyar was re-elected to the S. I. T. U. Executive Board. After proposing a vote of thanks to all the out-going office-bearers the guild meeting came to a close.

THE TENTH SALEM DISTRICT EDUCATIONAL CONFERENCE

The conference was held at Rasipuram under the presidency of M.R.Ry. M. S. Sabhesan, Avergal, M.A., on the 1st and 2nd of December, 1934 in the Board High School, Rasipuram. Almost all the constituent associations were represented, a new feature being the attendance of some delegates from the Elementary Teachers' Associations which had joined the guild. Over a hundred delegates were present.

After prayer by Mr. C. S. Sivaprakasam Pillai, Mr. S. M. Lakshmana Chettiar, Chairman of the Reception Committee read his address of welcome. In the course of his address he drew attention to the fact that they were meeting at a most critical period. Changes of a far-reaching character were on the anvil in the political field. It was necessary that the schools should equip the future citizens with everything

necessary to cope with the new situation. Elementary education was about to be made compulsory and the Champion Scheme was awaiting being given a trial. Again the Government had issued orders regarding the scale of salaries which had caused quite a flutter among all ranks of teachers. After few more remarks he requested M.R.Ry. Dewan Bahadur S. Ellappa Chettiar, Avergal, M.L.C., President, District Board, Salem, to open the conference. M.R.Ry. Dewan Bahadur S. Ellappa Chettiar, Avergal, M.L.C., in opening the conference thanked the organisers for electing him to open the conference. He began his address by a discussion of the variety of opinions on the aims of education and stated that the ultimate aim of education should be the formation of character and that teachers should strive at making their pupils, not prodigies in the various subjects of the school curricula, but finished products for shouldering the responsibility of citizenship. He decried the tendency of the modern student to spurn all that go to make up for simplicity of life. He strongly advocated the introduction of a system of vocational education side by side with the knowledge subjects. He wound up his address with a strong plea for the physical rejuvenation of all the students by a more careful attention to their daily games and exercises.

After the opening address was over, the President was formally installed in the chair, Mr. A. Ramanatha Aiyar proposing his name, and Messrs. S. Sivarama Aiyar and Guruswami Aiyar seconding and supporting the proposal.

Mr. Sabhesan, who was loudly cheered as he rose up delivered the following Presidential address. He thanked the President, District Board, for his uniform sympathy towards the guild and its activities—the latest instance of which was his acceding to open this conference. He requested the President to use his position and influence for the betterment of the teachers' lot and to give a new orientation to the educational policy of the Government. He began his address by drawing attention to the recent G.O. on salaries and pointed out how, apart from the hardship caused to the teachers now in service, the effects of the order were far-reaching. There would be repercussions in the aided schools and the day may not be far off when these would cease to exist—institutions that have been doing their little bit towards the spread of education in the presidency. He pleaded for a liberalisation of the grant-in-aid policy of the Government, so that these institutions might be well equipped and every child enjoy the same facilities as children in Board and Municipal schools enjoy. Again he deplored the lack of a definite educational programme in spite of so much loud talk. There has absolutely been no expansion in elementary education, 8.2 being after all the percentage of male pupils to male population; yet on the basis that there has been a vast increase in elementary education, it is proposed to introduce the Champion Scheme of consolidation. For the expansion of education what is most necessary is a sincere band of teachers on whose outlook, attitude and efforts would depend the entire educational system. A disciplined body of teachers would know their business well and be prepared to give their best ungrudgingly to the public in a spirit of sacrifice. He finished his address with the hope that the S. I. T. U. could promote a professional solidarity and awaken a spirit of national service in the ranks of teachers.

Mr. M. K. Swaminatha Aiyar, President of the Guild, proposed a vote of thanks and the conference adjourned to meet again in the afternoon.

The conference met in the afternoon with Mr. Sabhesan in the chair. Mr. K. Kanna Nair, Headmaster of the Board High School, Dharapuram, delivered a lecture on "Education and Culture". He said that the main purpose of education is to prepare the boy to successfully meet the various problems of life. For this purpose the individuality of the boy must be directed along proper channels. He deplored how the moral side of education was being neglected and the intellectual and physical side exalted over much.

The next lecture was by Mr. S. Sivarama Aiyar, M.A., L.T., of the Municipal High School, Salem, the subject being "Short-comings of the S. S. L. C. Curriculum."

He dwelt on the uniform neglect of Physical Education and of the absolute lack of facilities for developing the aesthetic side of education. He pleaded for less energy of the intellectual burden in schools. He also drew attention to the various shortcomings of the present S. S. L. C. curricula and pointed out how it could be revised in a way to make the S. S. L. C. a complete unit of education.

Mr. V. Rajagopala Aiyar then read the memoranda submitted to the Government by the Coimbatore Teachers' Association with regard to the G.O. on salaries and suggested to the Salem District Guild to take action on similar lines.

Afterwards the Subjects Committee met and discussed the resolutions to be placed before the open conference. Later in the night the Educational Film Company gave a cinema show.

A group photo of the President and delegates was taken in the morning. The conference continued its sitting on the 2nd.

At 8 A.M. the meeting of the District Teachers' Guild was held (a copy of the proceedings of which appear elsewhere), while the president and a group of delegates went on an excursion to the Siddar Hills, 3 miles from Rasipuram.

The conference was resumed under the presidency of Mr. M. S. Sabhesan. Mr. A. Ramanatha Aiyar of Hosur delivered an illuminating address on "Teachers and Rural Education." He pointed out how the majority of the population lived in rural parts while educational institutions were chiefly centred round urban areas. If India was to be educationally forward, greater attention was to be paid to education in rural parts by starting a number of schools in the villages—and not stop at that—but send a band of willing workers to man those schools.

The next lecture was by Mr. M. C. Doraiswami Aiyar of the G. H. M. High School on "Indian Industries." He deplored how India was industrially backward and how the few things that she was able to supply herself in days of old was now being sought for from other countries. He illustrated with copious extracts how no country could come to the front in modern days without an organised industrial system—and for this purpose our educational system must undergo a thorough revision.

Resolutions were passed. (Appended hereto).

The venue of the next conference was fixed at Salem. Mr. A. Aiyaswami Aiyar, B.A., L.T., Conference Secretary, proposed a vote of thanks to the President of the Conference, the President, District Board—the opener of the conference, the lecturers and the delegates. After a vote thanks proposed by Mr. Edwin I. Rajarathnam on behalf of the delegates to the Reception Committee, the conference came to a close.

RESOLUTIONS PASSED

1. This conference has learnt with deep regret of the premature death of Mr. S. V. Ramaswami Iyengar, B.A., L.T., Headmaster of the Tiruchengode High School and member of the District Guild, and it places on record its appreciation of the valuable services rendered by him to the cause of education to Salem and to the guild.

Passed unanimously, all standing.

2. This conference thanks the Government for keeping the G.O. No. 47, Education, Dated 6-1-34 in abeyance and requests them to rescind the G.O. in the interests of the educational advancement of backward communities.

3. This conference is of opinion that Pandits be employed in Training Schools to improve the standard of teaching Indian languages.

4. This conference is of opinion that with a view to improve the teaching of Indian languages in High Schools, it is necessary to have at least two pandits, a senior and a junior pandit in each Indian language; and that the Educational Rules may be so amended as to include pandits who have passed the preliminary examination of the Oriental Titles as eligible for the junior Pandits' place.

5. This conference requests the Government to extend to the aided-schools as well the privilege of meeting out of the contribution to the Provident Fund, the premium due on the Insurance Policy of a contributor on the same conditions as obtain in Board and Municipal service.

6. This conference is of opinion that the rate of the teaching grants* to the managers of Teacher Manager schools is inadequate and requests the authorities and the District Educational Council to raise the rate of teaching grants by 20 percent.

7. This conference requests the Government to bring an amendment to the University Act so as to declare the degree holders in oriental learning eligible for the rights and privileges of registration.

8. This conference requests the authorities of the University of Madras to permit Secondary Grade Trained Graduates to appear for the L.T. Degree Examination without attendance at any Training College.

9. This conference appeals to the managing bodies to meet in conference to consider the working of the Grant-in-Aid Code and to urge on the Government the necessity for immediately liberalising the provisions of the Grant-in-Aid Code so as to enable the managements to improve the salaries of teachers.

10. This conference is of opinion that the time has come for the Government to ensure security of tenure of service of teachers in aided schools by introducing in the Educational Rules a provision similar to the section obtaining in the Local Boards Act relating to the regulation of the conditions of service such as fixing of scales, leave rules, appointments and dismissal.

11. This conference is of opinion that the revised scales of salaries for Elementary School teachers in the District Board are low and inadequate and that they should be liberally revised.

12. This conference requests the President, District Board, Salem to recommend to the Government cases of hardships to teachers as a result of the revision of scales in Elementary Schools under the Board and to grant to the existing incumbents a personal pay equal to the difference between their present salaries and the maximum in the revised scale.

13. This conference requests the President, District Board, Salem to recommend to the Government to treat all Elementary Trained Teachers trained during the period 1907—1914 as Higher Elementary Trained teachers for purposes of service and salary since the same training certificates were issued to all teachers trained during the period.

14. This conference requests the President, District Board, Salem, to confirm qualified teachers acting in permanent vacancies after two years of such acting service.

15. This conference requests the President, District Board, Salem to confirm exempted teachers acting in permanent vacancies after two years' service in the post.

16. This conference requests the President, District Board, Salem to restore the posts of laboratory attenders in each High School under the Board.

17. (i) This conference of the Salem District Teachers' Guild, while approving of the principle of standardisation of scales of pay for teachers employed not only in the District Board and Municipal Schools but also in aided institutions, protests against G.O. No. 4,619, dated 20-10-1934 regarding the scales of pay for teachers employed in District Board and Municipal Secondary Schools as the scales are quite inadequate and retrograde.

(ii) This conference urges the Government to keep the said G.O. in abeyance and revise it so that the scales of different grades may not be less than the corresponding scales for teachers in Government service.

- (iii) This conference urges that the revision of the scales in the said G.O. in the light of clause 2 of this resolution is absolutely necessary in the interests of Secondary Education.
- (iv) This conference urges that the excess of pay of teachers over the maximum in the scales finally decided upon should be treated as personal pay.
- (v) This conference specially urges a recognition of the intermediate trained teachers with a suitable scale of pay and pleads for pandits, commercial instructors and manual training instructors for scales more liberal than obtaining in Government service.

This conference feels grateful to the Municipal Council, Salem, for the protest it has lodged against G.O. No. 4,619, dated 20-10-34 and for the representation it has made to the Government for the revision of the scale of salaries of teachers on the lines obtaining in the Government Institutions.

19. This conference appoints a deputation consisting of the President and the Secretaries of the District Guild, the Chairman of the Reception Committee of the Rasipuram Conference and M.R.Ry. A. Ramaswami Goundar, M.A., L.T., President, Salem Municipal College, to wait on the President, District Board, Salem in connection with the said G.O. and authorises the guild executive to ascertain cases of hardship and present their grievances to the management.

20. This conference resolves to accept with thanks the invitation of the Salem Town Secondary Schools Teachers' Associations to hold the 11th Session of the Guild Conference at Salem.

REVISION OF THE GRANT-IN-AID CODE WITH SPECIAL REFERENCE TO SECONDARY EDUCATION—A PROPOSAL.

This plea for the revision of the Grant-in-aid code with special reference to Secondary Education is issued to all the Managements and heads of High Schools for boys and girls: Hindu and Muslim Educational Societies or Committees, the Roman Catholic Prelates and their educational organisations, the Madras Representative Christian Council, and to the Andhra Christian Council, with a view to making a united request to the Government of Madras to introduce in the code, by a bill in the ensuing budget session of the Legislative Council, provisions remedying the financial handicaps which the Private Agencies are labouring under at present. This appeal is also made to all the Staff of the High Schools and to their District Guilds and the South India Teachers' Union to agitate public opinion in their favour, in as much as the interests of the Teaching Profession are bound up with those of the Managements who not infrequently cut their salaries to effect economies if they are adversely affected.

The following are some of the features of the system of Private Agency.

1. The Uniqueness of place occupied by Private Agencies in the Educational Scheme of the Presidency.

One who reads the Report on Public Instruction of the year 1932-33 from which figures are taken in support of this plea cannot but be struck by the fact of the unique place occupied by private agencies in the educational scheme of the Presidency—a body not connected with the Government carrying on a large burden of the State functions which should otherwise have been a legitimate duty of the Government. In four ways they shoulder this responsibility.

(1) They have placed at the disposal of the State a huge *plant, buildings, equipment* etc., the cost of which, if estimated, will run into crores of rupees.

(2) They have taken upon themselves the responsibility, free of cost to the State, of the *management* of more than half the number of public institutions i.e., out of a total of 46,482 public institutions of all grades: 27,739 are under private management and consequently they take care of more scholars than either the Government or the Local Boards. While they lead in the matter of education in general, they are foremost in the field of female education.

As for high schools, nearly two-third of boys and girls receiving secondary education are in privately managed schools which are 243 in number, whereas the Government and the Local Boards have under their management only 27 and 179 respectively.

SCHOOLS AND SCHOLARS.

		Government.	Local Boards	Aided.
	No of schools	1501	17170	25876
Institution for Boys	No. of scholars	83018	1027152	1305072
	No of schools	49	1862	3744
Institution for Girls	No. of scholars	12967	151585	225062
	No of schools	12	170	194
High school for Boys	No. of scholars	3510	61553	92380
	No of schools	15	2	49
High school for Gils	No. of scholars	4718	551	11882

(3) Besides erecting a huge plant at an enormous cost and undertaking to manage them free of cost to the State they *contribute finance* also towards their maintenance. From this point of view the uniqueness of the place occupied by private agencies in the educational scheme of the Presidency assumes a peculiar significance. In this connection a critical study of the General Summary of Educational Expenditure for the year 1932-33 as given in the Administration Report of the Director of Public Instruction will amply reward us. The following figures from it are pertinent.

Statement No. II. Extracts from General Summary of Educational expenditure.

	Total in Lakhs	Percentage of Expenditure from per centage				Cost per scholar to (in rupee)				Total cost per scholar Rupees
		Govt. Fund	L. Board Fund	Fees	Aided	Govt. Funds	L. Boards Funds	Fees	Aided	
All Institutions	531.59	45.98	14.12	17.88	22.02	8.56	2.62	3.32	4.10	18.60
Boys High school	75.65	20.46	12.68	54.43	12.43	9.03	5.59	24.03	54.48	44.13
Girls High school	12.42	44.87	0.93	22.65	31.55	32.67	0.68	16.49	22.97	72.87

Statement No. III. Expenditure on Education by aided Institution

		Government Funds Rs.	Local Board Funds Rs.	Fees Rs.	Aided funds Rs.	Total
Institutions of all grades	Boys	62,64,888	13,044	48,85,394	58,75,059	1,70,37,885
	Girls	12,47,287	5,061	3,93,169	16,63,333	33,08,900
Grand Total		75,11,675	18,105	52,78,563	75,38,442	2,03,46,785
High school	Boys	7,44,659	3,000	25,85,210	9,01,947	42,34,216
	Girls	2,54,168	605	2,36,940	3,89,965	8,81,678

The following broad conclusions can be drawn from a study of these figures :—

(a) While the private agencies spend more than half of what the Government spends on secondary education for boys, they defray the expenses of secondary education for girls to the extent of nearly three-fourths of the Government's share under this head.

(b) The financial contribution of the private bodies to the educational progress of the country is succinctly expressed in the Administration Report: "The proportion which public funds and private funds bore to the total expenditure was 60% and 40% respectively." And if charges on the public funds on account of Directorate, Inspection etc., are deducted, the percentage will be almost 50 and 50. This means that the private agencies shoulder the educational budget equally with the Government.

(c) They have the additional merit and distinction of being the faithful *stewards* of a huge amount of public money viz., Rs. 203 lakhs out of the grand total of Rs. 531 lakhs.

In short the private agencies have placed everything at the disposal of the state. If the private agencies withdraw from the educational field, which is what is going to happen if the present state is allowed to continue, and if their institutions are taken over by the Government, the educational budget of the Government will be doubled, their inspectorate trebled and their machinery will have reached the breaking point. Signs are not wanting that we are heading towards this disaster. The high schools are starving and are holding their own with their backs to the wall and they are slowly being squeezed out of existence. In 1932-33 alone 2222 elementary schools for boys and 144 schools for girls under private management making a total of 2366 had been closed down on account of financial stringency. This is only a precursor of the general catastrophe that is overtaking the system of education in the Presidency. It is only a question of time.

Really the private agencies occupy a unique position in the educational scheme of the Presidency; but unless timely action is taken by the Government the private agencies will slowly disappear from the field, retarding the educational progress of the country.

II. The Cheapness of the Educational Institutions conducted by the Private Agencies.

While the aided institutions are as efficient in service and as effective in results as those of the Government or the Local Boards are, theirs are run far more cheaply than the State or quasi-State schools. Elaborate figures are not necessary to prove this statement. The following percentages of fee income to the total expenditure in each type of high schools will bear it out :—

In a Government High School fees meet 30% of the total expenditure.

In a Local Boards High School fees meet 45% of the total expenditure.

In an Aided High School fees meet 65% of the total expenditure.

This means that for a Government High School and a Local Board High school the remaining percentage of 70% and 55% respectively are met from Government or quasi-Government funds. Out of the remaining 35% for an Aided High school the Government meets only 17½%, leaving the managements to shift for themselves for the other 17½%. This parsimonious treatment of private agencies and the step-motherly attitude by the Government become glaring when we consider the fact that two-thirds of boys and girls receiving secondary education are under their charge. This is not a fair and equitable distribution of State Revenues for Education. What would have been the position of the Government, if the private agencies run their institutions, including the high schools, at as costly a rate as other types are managed at present? At a low estimate the Educational Budget of the Government may have to be raised by 200 lakhs of Rupees; which is, to put in other words, what the Government is saving every year on private institutions of all types. The aided school is treated as a step-child of the State under a Code framed in pre-Reform days and still followed in post-Reform period when conditions have materially altered.

III...The Constitutional Position of High Schools under Private Management.

The constitutional position of schools under private management, in contradistinction to the schools under the Local Boards, particularly since the introduction of Montagu-Chelmsford Reforms of 1922, has become ambiguous; and their reinstatement has gone by simply through default. That Education is a subject transferred to popular control and that a portion of the State revenue should be placed at its disposal for carrying on educational work is a political principle applied only to the Local Boards which have become statutory bodies, acquiring a prescriptive right to a full share of the revenues of the State, leaving the private agencies outside the scope of the operation of the full implications of the Reforms Act of 1922 and thus denying to them who have borne the dust and heat of the day for more than a century, the constitutional right to a Full and Complete share of the State revenue set apart for Education, even though their institutions may perform the State duties as do those of the Local Boards. What is going to be their position if this Code is allowed to continue to operate when a further instalment of far-reaching reforms is forecasted? Unless in the meantime the Grant-in-Aid Code is scrapped and thrown overboard and unless their constitutional position is made clear the private agencies will have to face a fierce fight for their bare existence, in the years to come. Now is the time for them to assert their constitutional right to the Revenues of the State set apart for Education.

Therefore, the following are certain *indications* along the lines of which we may suggest amendment to the Code which will operate favourably towards the private Agencies when the conditions are changed and are likely to be altered in the near future.

1. Without impairing their individuality the Private agencies should be placed on the same footing with the Government as the Local Boards are with it. This will mean that, while the aided high schools will continue to be under the direction and control of the Government as hitherto they have been, they will be aided to the full extent of their full net cost. This is not asking too much either. If the fees met 65% of the total expenditure in an aided high school and out of the remaining 35% they had been given 17½% under the Grant-in-Aid Code, the Government would be requested to meet only the other 17½% left over—just a sum of Rs. 10 lakhs. This is not a large figure when we take into consideration the fact that the Government contribute 70% and 55% of the total expenditure respectively in a Government school and a local Board School, for in these schools fees meet only 30% and 45% of the respective cost of the School.

2. In the meantime a scheme of Sinking Fund or Provident fund for each aided high school be put into operation with a view to secure for them financial stability in the years to come and to relieve the Government of its obligations—a 20 year plan for its maintenance and continuance and to make them independent of Government's financial help. The schools may be allowed to enhance their fees per pupil as part of the management contribution towards the Sinking Fund, the Government contributing an equal share, if not more. This fund is to be vested with the Government on behalf of each school to be utilised as they may lay down. This may involve perhaps framing articles of association for each school and registering it under the Indian Companies Act. A Commission may be appointed by the Government of Madras to go into this financial question of each high school and set limits to the Sinking Fund of each school.

3. To meet the present financial crisis in many of the Aided high schools provision may be made in the ensuing year's budget for immediate relief to such of the schools as have been adversely affected by the world conditions. The Government may be approached in this matter by a united effort on behalf of the Hindu, Muslim and Christian (Catholic and Protestant) private agencies. The Government may be pleased to sanction immediate relief until such time as the Legislative part of the Code is placed on the statute book.

4. After obtaining the consensus of opinion of all the private agencies a deputation, representative of the managements: Hindu and Muslim Education Societies; Catholic prelates and Madras Andhra Representative Christian councils, on the one hand

the South India Teachers' Union on the other, should wait upon His Excellency the Governor of Madras in December 1934 and make a united request. (a) to introduce favourable modifications in the Code and (b) to give *immediate relief* to such of the high schools as have been hard hit by conditions in the West.

5. Income realised from fees above the standard rates be treated as managements' contribution for the purpose of assessing the Government Teaching Grant.

6. The practice of receiving the financial statement of a school long after the budget had been passed should be discontinued. The management incurs items of expenditure fully hoping that the Government will meet their obligations. At the close of the year the annual financial statement is prepared and sent to the Department. But in the meantime the Budget is passed; and the Department is forced to apportion the Teaching Grant, not in accord with the Code but only "*as funds permit.*" This is not fair, to say the least of it. It works hardship and the management is left to shift for itself as best as it can. In some cases even half the net cost according to the Code is denied, but just an arbitrary disbursement, "*as funds permit.*" (Vide Tabular statement III) Under high Schools for boys and girls the private managements have spent Rs. 3 lakhs without receiving a corresponding addition from the Government funds. The management contributed Rs. 12,19,912 hoping to get an equal amount from the Government, whereas they received only Rs. 9,98,227, Rs. 3 lakhs less. Therefore either the Department should be given enough money to meet its obligations to the private agencies, or the Budget must be drawn on the basis of the annual financial statement of the schools or a budget estimate for each school may be called before the financial year closes. As conditions are at present the Budget is cast without an eye either to further improvement or future expansion of the private high schools which carry the heaviest burden.

7. That the amount foregone by the managements on account of backward class concessions approved by the Director be refunded to them month by month during the year in which they are foregone. This is done in the case of Government scholarships and there is no practical difficulty in the way of such payments in the case of fee concessions.

8. That the South India Teachers' Union be requested to convene a meeting of the various private Agencies at an early date to consider proposals for the revision of the Grant-in-aid Code and to press for their acceptance by the Government.

Practical in treatment, and comprehensive in scope, this book merits introduction in all the High School classes.

HIGH SCHOOL ENGLISH COMPOSITION

BY

P. C. WREN, M.A. (OXON),

LATE INDIAN EDUCATIONAL SERVICE.

AND

H. MARTIN, M.A., O.B.E.,

PRINCIPAL, ISLAMIA COLLEGE, PESHAWAR.

Sixth Edition.

Pages 428.

Price, Rs. 2-4.

This book appears as a sequel to Wren's "Progressive English Composition", and is marked by the same excellences which characterise that book and have made it the most popular class-book of English composition for nearly two decades.

It is designed to do for High School classes what "Progressive English Composition" (now in its 48th edition) has been able to achieve for the lower standards of our schools.

It has been planned on absolutely modern lines, and the treatment of each topic is throughout practical and such as to prove of real service to Indian boys and girls studying English for the Matriculation and School-Leaving examinations.

The numerous exercises form a unique feature of the book, and should prove a very useful adjunct to the teacher of "General English".

The great care and labour bestowed upon the preparation of the book will be evident at every step to the experienced teacher who uses it in the class-room, and, it is hoped, will materially help him in his work of raising the general level of the knowledge of English in our schools.

COOPER — PUBLISHERS — BOMBAY.

Selling Agents : Messrs. MACMILLAN & Co., Ltd.,

Bombay, Calcutta, Madras.

EDITORIAL

THE UNJUST G.O.

The G.O. No. 4619 relating to the scales of salaries of teachers in secondary schools under local bodies has opened the eyes of the public to the indifferent manner in which important problems are tackled by our Ministers. The Minister for Local Self-Government does not improve his position by the explanation he has chosen to offer. It is some satisfaction that he is reported to have admitted that the G.O. is not happily worded and that there has been a good deal of misapprehension. We fail to understand how the fixing of scales of salaries has become all on a sudden urgent. Is it not proper that the opinion of the local bodies themselves should have been obtained before any definite action is proposed to be taken! The teaching profession is surprised to see that the scales of salaries now prevailing in high schools appear generous to the Chief Minister. We should like to know what he thinks of the scales of salaries of members in the educational and other departments of the Government. No one will seriously object if he takes the public into confidence and tries to fix the scales for all departments with due regard to the conditions of the people at large. We have no doubt that the case of teachers will not suffer under such circumstances. It was only recently that the scales were revised by the Government on the basis of the recommendations of the Retrenchment Committee of the Legislative Council. The members of that committee represent different walks of life and from the intimate knowledge they possess of the conditions of living of the different classes of Government servants, their recommendations can never be considered extravagant. Why should the Minister think of reducing the scales for teachers in Board secondary schools when he knows definitely that the standard of living and qualifications are more or less the same? No scale that has been fixed in an arbitrary manner can ensure contentment and efficiency and it is no wonder that there has been a commotion throughout the presidency. It is not enough to attempt to meet the difficulty half-way by treating the difference in pay in the case of certain employees as personal pay. While we are thankful that this concession will be extended to all as a matter of course, we should point out that the revision of the proposed scales is absolutely necessary. The case of Pandits and Commercial Instructors requires special consideration and unless the scales for L.T. teachers and headmasters are improved it will be found difficult to expect any efficient work in schools. Taking all things into consideration, it is but fair to withdraw the G.O. and examine the question of the standardisation of salaries afresh. There is considerable force in the argument that the scales of salaries fixed for the teachers in Government institutions should be taken as standardised scales for all institutions whether under local bodies or under private management. If, for any reason, it be found necessary to examine the question independently, we should urge that this matter be referred to an independent committee appointed by the Government as desired by the special meeting of the South India Teachers' Union in one of the resolutions adopted at that meeting. A committee of the kind proposed in the resolution is sure to take a comprehensive view of the problem and its recommendations will carry weight with the public and the profession. We cannot see any reason why the Government should be slow to accept this suggestion. To-day, the G.O. relates to secondary schools under local bodies.

It will not take a long time for a similar principle to be applied in respect of aided schools. We shall be glad if the Government should settle the question once for all and make it possible for teachers in high schools to go on with their responsible work. While we are on this G.O., we cannot help making some remarks on the attitude of the Minister of Education. He is keen on creating an impression in the minds of teachers that the G.O. does not come within his sphere. It may be that the Minister for Local Self-Government is officially responsible for the G.O. But we would like to ask what part the Minister of Education had played in regard to this matter. Should teachers understand that he did not treat the question under discussion as serious enough to require him to take an independent attitude. He is reported to have stated that the Department of Public Instruction was consulted before decision was arrived at. It will be a thousand pities if the fixing of such low scales be undertaken on the advice of the Department. If this advice had been given by the Department, it will mean that the Department is living in a world of its own. But we doubt whether its opinion was invited definitely on a straight question. Even then it is possible for the Minister of Education to use his influence and to induce the Minister of Local Self-Government to hasten slowly. What about the convention of collective responsibility? This is not the time to apportion the blame; and public interests require that the whole question should be re-examined. We hope the authorities will realise the wisdom of adopting a statesmanlike policy. They should appoint a committee to go into the question of standardisation of scales of salaries of teachers in all non-Government schools, empower it to gather relevant data from various sources, and act on its recommendations. What is needed is to restore the confidence of the profession which unfortunately has been rudely shaken.

THE G.O. AND ITS LESSON

The special meeting convened by the South India Teachers' Union on Nov. 24 was unique in several respects. It was attended by a large number of delegates from all the districts in the presidency. One might regard it as an "Extraordinary Provincial Educational Conference". No one can question the representative character of that gathering and the resolutions adopted at that meeting should therefore be treated as the considered opinion of the teaching profession on the G.O. No. 4619. The delegates from the Andhra and South Canara districts were kind enough to express the view that the G.O. had stressed the need for supporting the provincial organisation. The South India Teachers' Union should be able to have on its rolls all the Teachers' Associations started throughout the presidency and it will then be able to represent to the authorities its opinion on any educational question on behalf of the entire profession. The newly started District Teachers' Guild of South Kanara is likely to join the Union and we congratulate the teachers of South Kanara on the success that has attended their efforts to organise themselves. We are glad that the Andhra Federation of Teachers' Associations has, at a meeting recently held at Rajahmundry, adopted the same resolutions that were passed at the meeting of the Union in Madras. Among the office-bearers of the Andhra Federation are some who are connected with the Union. They attended our meeting as delegates and participated in the discussion. The policy of the Union is that the work in each district should be carried on exclusively by a Teachers' Guild organised in that district. Every District Teachers' Guild is given the privilege of sending its own representative to the Executive Board of the S. I. T. U. Thus the consti-

tution of the Union is based on the principle of Federation and it is for the Andhra Federation to look at the question from a provincial angle. If the associations affiliated to the Andhra Federation should be affiliated to the Union, it may be easy for the Union to provide in the rules for the recognition of the Andhra Federation as a sub-group representing one linguistic area, the Telugu; and similar sub-groups may be organised for every other linguistic area. We understand the Union has received applications for affiliation from some Teachers' Associations in the Andhra area. In the absence of any official connection between the Union and the Andhra Federation, it is not possible to refuse direct affiliation to any association. The teaching profession has not earned a name for strong organisation and there will be confusion if a number of associations should cross one another. We appeal to the Andhra Federation and to the teachers in the Andhra area to view the question in the proper perspective and to take steps to make the Union a real and strong provincial organisation. Once the provincial body is strengthened, it rests with the members to see that each sub-group or linguistic area is allowed a large measure of freedom to deal with local problems without coming into conflict with the general ideals of the Union. We hope the delegates that will attend the 26th Provincial Educational Conference to be held at Anantapur during the Christmas will have a frank talk with one another and adopt a wise policy.

MORAL EXAMPLE

Our attention has been drawn to the proceedings of the Director of Public Instruction (R. O. C. No. 245—D34 dated 23—11—'34). The head of the Department calls upon the departmental officers to inform teachers through the managements that disciplinary action will be taken against them if they be found to have "signed the acquittance roll for larger amounts than were actually paid to them". We have no hesitation in associating ourselves with the sentiments expressed by the Director regarding this irregularity. We agree with him in thinking that this procedure is "lacking in honesty". We go one step further and maintain that no teacher should be a party to any practice of an unprofessional nature. He should foresee the consequences of his action and it will not do for him to plead later on pressure or need in extenuation of his guilt. He should remember that he is expected to "set a good moral example" and we hope that teachers will give due regard to the spirit of the circular.

While we have no doubt that teachers will give no room for complaint on this account, we should like to point out that the head of the Department has not understood the situation. Unfortunately, he has not been fair to the teacher in this connection. The manager who is running the school is also expected to make it possible for teachers to set a good moral example and the Director has not stated how he will deal with the unscrupulous manager. It looks as if the Director does not want such irregularities to be brought to his notice. Is the head of the Department unaware of the fact that the teacher is compelled to sign the acquittance roll? Does he really believe that the teacher signs the roll of his own accord without the knowledge of the manager? Is it not strange that the Director wants the information to be passed on to teachers through the managers who are the abettors? The head of the Department should not rest content with issuing proceedings but should probe the matter. Neither a dishonest teacher nor an unscrupulous manager should have a place in the educational system.

Is the teacher a party to the objectionable practice by choice or under pressure? What is the remedy if he refuses to sign the acquittance roll?

Has the Director provided any machinery which will give relief to the honest teacher under such circumstances? We shall be told that he will have to go to a court of law. If teachers should take up this suggestion, much of their time will have to be spent in loitering about the law courts and the children will have to shift for themselves. The irregularities and practices that are brought to the notice of the Department are abominable no doubt but, as was frequently emphasised by the Hon'ble Mr. Cadogan in his book on the "India We Saw", the persons in responsible positions should "face the situation". We shall not be understood as pleading for an unprofessional teacher when we urge on the Director the need for strong action against unscrupulous management. The Director shows in his circular that he has many points of contact with the management. Many are the questions of school administration in regard to which the dishonesty of the management will prove very serious. He will be safeguarding the interests of the profession and of the school if he should understand aright the situation and act in a firm manner. It is our view that no irregularity of any kind will ever arise if he is able to make the managers feel that he is sure to act firmly irrespective of the party concerned.
